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By Gustav Peck

## Leisure Time and Educational Opportunities

By Harry A. Overstreet

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# And What Are Leisure Activities?

## What Do Individuals Want To Do In Their Free Time?

FIRST, LEISURE ACTIVITIES are more than recreation and more than education, except as we use education in the sense of being practically synonymous with life. The time may come when machinery will replace entirely the labor formerly done by slaves, and such work as there is will be play and recreation, and most of life will become recreational. And of course if we are wise enough we can extract some education from every activity and from every experience.

But using words in their more commonly accepted sense and thinking of activities not as God thinks of them but as the person carrying on the activities thinks of them, much leisure activity is outside the commonly accepted recreation and education programs.

Many friends, when I ask them what they like best to do, after hanging their heads and apologizing—finally get up courage to tell me that they would not want to be quoted but "what I really enjoy most is eating"!!! And why not? And why so apologize?

Other friends, again after sufficient apology, tell me they like best to sit and talk—if the other person or persons do not do too much of the talking.

Again with apology I am told, "I have to confess that I suffer from spectatoritis. I know that I ought to do things myself, but I much prefer to watch other persons in dramatic performances, to watch other persons in athletics, to watch other persons play games."

No one is ashamed to confess that he likes to read; indeed this statement is made with properly concealed pride in one's self.

It is quite evident that many are not good judges of what they like to do. Their wives and friends are better sources. Several ignored what I know to be their chief delight—just being with their family and their neighbors—in other words, fellowship.

One activity not mentioned to me by any one was religion. Perhaps because it was too deep to talk about. Activity in behalf of the church is a source of evident enduring satisfaction to many. Leisure is made for this activity when otherwise there would be no leisure.

Some of my friends are finding their greatest pleasure in civic and neighborhood association activities. Often they talk to me in terms of duty, but I suspect them of working much of the time for pure joy.

And what shall we say of the men and women we know who sit up all night at meetings where they serve without pay as members of school boards, park boards, and as members of party campaign committees? Governmental service has its devotees and much leisure is thus used and more ought to be and will be as free time is increased.

What men will pay for boxing, prize fighting, professional baseball, the regular theatre, motion pictures and other forms of commercial recreation tells the story of the popularity of this form of use of leisure.

Music is mentioned by many and has a very high and a very deep place. Drama seems to have tremendous power over those who once give themselves to it. No hours are too long and no one's property is safe when the play is being staged. Nature activities appeal to all ages. Craftsmanship apparently has a growing appeal. Painting, sculpture, art in all forms has a greater response each year among people even of ordinary capacity as well as among the more gifted. The hold of athletics, games, dancing, and social recreation is a matter of common knowledge. Travel is not only by ocean liners and by autos, but also on bicycles and tramping on foot. The demand for trails for tramping grows. Acquiring knowledge through classes, formal and informal, has its distinct place. Those who care for scientific experimentation may not be so numerous as certain other groups, but they lose themselves completely in what they do. Discussion groups of all kinds play an important part in leisure. Listening to the radio may not be quite so passive as one would at first think. Shopping—window, and otherwise—for some painful, is to others a joyous leisure time pursuit.

In other words, free time activities are as varied as life itself and no single word can compass them all except as that word is used in a sense as wide as life itself. Happy is the individual for whom all life, and work, and all leisure have an element of recreation, education, comradeship, religion.

It is not for recreation workers to enter fields already occupied in a given locality, but the things which men want to do when they have free time and when they have no ulterior motive are many and varied, and there are times when workers will see opportunity to give aid to libraries, to adult education, to activities for the community, to government service, even to the religious use of leisure.

Leisure does not belong wholly to the school, the library, the recreation center nor to any one movement. Nor can it be captured by any one movement through money, through number of members, through power of organization. What group can give the most service in a non-institutional way? What group can build in terms of what is necessary for meeting leisure needs for abundant living—keeping in its own field and not duplicating the work of others? What group can keep from thinking overmuch of its own survival? What group can avoid competitive definitions of its field that are for the purpose of enlarging its own areas? That group is apt to be the group with the most vitality and the greatest survival capacity and value.

HOWARD BRAUCHER.

## When the Piper Pipes



"To the rats I shall pipe, and each shall hear the sounds he loveth best; one shall think of cheese vats, and another of the opening of butter tubs, and still another of cupboards of conserve. And I shall pipe from street to street and

all shall follow me. Frolicking, dancing, prancing, advancing shall they come, until into the river deep and wide I will plunge them, and all will drown and never a rat more will trouble your town."—From "The Masque of the Pied Piper."

# Leisure Time and Educational Opportunities and Needs

As chairman of the Executive Committee of the Adult Education Council, Dr. Overstreet presents some of the needs.

BEFORE WE GO far toward developing a plan for the wise use of leisure time, it would seem advisable to ask what kind of individuals we wish to develop in this highly complicated world of ours. It would seem advisable to ask this both for the sake of the individuals who are to live as members of our society and for the sake of the society which is to have them as its members. Without going into elaborate detail, I think the question can be answered somewhat along the following lines:

The bane of any society—and particularly of a democratic one—is an ignorant citizenry. Hence, in the first place, we need individuals who are realistically informed about the current scene. But the current scene is a changing one. Society is an on-going process, moving from level to level of achievement and valuation. Hence, in the second place, we need individuals who have imagination as to the possible, the still unrealized human scene. Furthermore, the age is a social one. Individual needs and relationships ramify in all directions, and it is more than ever true that no man liveth to himself alone. Hence, in the third place, we need individuals who can work understandingly and effectively with other people. Again, despite the temporary recrudescence of dictatorships, the age is, and promises increasingly to be, a democratic one. This means that direction must come from within the society itself and not from some usurping force outside and beyond it. But a society capable of self-direction must be made up of in-

dividuals capable of similar independence of initiative and judgment. Hence the further requirement, namely, individuals who have within themselves the resources for intelligent self-direction. Finally, the outstanding conflict of our age is that between self-interest and the common welfare. Hence we need individuals of good social will, individuals habituated to a point of view, or philosophy of life, which places the common welfare as paramount.

Obviously individuals with all these qualities are made, not born. The most significant part of the social process must consist in taking the creature as he comes into the world—ignorant, directionless, unsocialized—and helping him to build himself into the kind of individual who can be intelligent and happy within a growing society, and who, at the same time, can intelligently and happily assist that society in its process of growth.

## Extending the Educative Process

Hitherto this educative process has been confined to the years of childhood and youth. But it becomes increasingly apparent that most of the problems which adult life has to confront have no place within the years of childhood and youthful schooling. Also it becomes obvious that op-

portunities present themselves in adult life for which childhood training can scarcely make adequate preparation. Contemporary society, therefore, requires for its members an educative process that extends far beyond youth into the years of adulthood. This

In this issue we continue the publication of reports from the hearings of the New York Committee on the Use of Leisure. This will complete the series of addresses to be published in RECREATION. Other reports have appeared in the December 1933 and January 1934 issues of the magazine.

is perhaps the most significant new point of view which has entered the human scene. As it grows in clarity and persuasiveness it promises to open up a whole new enterprise for our civilization, namely, that of making available to all adults opportunities for a continuous illumination and enrichment of their life.

We can be certain, therefore, that the adult of today and tomorrow will request and will be given much that his forerunners neither asked for nor were offered. Thus, he will ask for full opportunities to gain the knowledge that he ought to have about his environing world. He will want mature access to the physical sciences, so that he may know the kind of universe he lives in. He will want access to the social sciences—economics, political science, sociology—so that he may know the kind of world that man has built for himself. Again, he will want to know maturely how his contemporary world came to be the world it is. He will want history. Again, he will wish to know the facts of human nature in his fellows. He will wish to know these facts, not academically, but functionally, so that he may adjust himself effectively to his social environment. And he will wish to know the facts about human nature in himself. Although he is nearest to himself, he is often farthest removed from an understanding of himself. He will want an understanding of himself in such terms as will make it possible for him to utilize his powers and evoke his latencies.

Finally, gifted with factual knowledge about his world and about himself, he will wish to know why the world as it is is not the world as it conceivably might be. Told that he will find answer to this insistent question in literature, art, sciences and philosophy, he will ask that he be given full access to these, to the end that he achieve for himself some measure of wisdom about the whole human process.

And so out of what society needs and what individuals need, a new educational enterprise shapes itself. As yet this enterprise of a continuous, realistic, functional opening up of the mind of the adult is realized only in small degree. But the very necessities of our modern existence indicate that it is destined eventually to play a major part—if not *the* major part—in the life of civilization.

#### Opportunities Available

Small as the beginnings of such an enterprise in adult education may be, a community such as

our own shows surprisingly both the persistent demand for it and the degree to which the demand is met. It would be boresome to go into figures and descriptions, but a survey made by the New York Adult Education Council shows some eighty sizeable institutions and organizations within the city devoting themselves, along fairly extended lines, to the education of the adult in the directions mentioned; and in addition, many informal semi-private groups which it is difficult to inventory. These efforts include single lectures and series of lectures, forums, discussion groups, and classes for intensive study. They cover practically the entire field of mathematical and physical science, economics, politics, sociology, history, art, literature, the languages and philosophy. They range from opportunities completely open to the public to the opportunities available only at the cost of a tuition fee. Agencies which sponsor such enterprises in adult learning obviously deserve generous support, both public and private.

Of the opportunities now available, it may be said that they are by no means operating up to capacity. Lecture halls are hospitable to still larger audiences. Classes of all kinds are ready to welcome the adult who comes seeking instruction. Indeed, it may be happily asserted that there is no absence of facilities open to adults; too often the facilities go begging for individuals to use them.

This brings us to what is perhaps the major deficiency in our present community situation. There is no adequate means today for making the tie-up between facilities ready for service and adults who would utilize those facilities if they only knew where to find them. In a great city like New York there is sorely needed an adequate and easily findable clearing house of information to which the individual can go, where, with no loss of time and without cost to him, he can be directed to the finding of that which he desires. This service, in the past, has been partially performed by various agencies, even at the expenditure of time and effort which they could ill afford. No thoroughly adequate plan for adult education in New York City can be visualized which does not include a thoroughly comprehensive center of information and educational advice.

I add the words "educational advice," for the individual who comes seeking information as often as not needs to orientate himself in the whole educational situation and needs, therefore,

(Continued on page 535)

# An Educator Looks at Work and Leisure

By GOODWIN WATSON

Professor of Education  
Teachers College  
Columbia University

"When an educator looks at work and leisure in the light of experiences with youth, he is forced to conclude that adults have not organized their world very well. Life is too burdensome and free time too empty and barren. It would seem that both need to be modified."

EDUCATION has been extending its field rapidly. It now concerns itself with the whole life of the community. From concentrating upon youth it now considers every age level; from training people simply for a limited number of vocations, it now considers itself responsible for the development of leisure-time interests as well as of work interests. That brings education and statesmanship into alliance, because each is trying to consider the whole rather than the special part or aspect. From that point of view it is not strange that we have to raise some questions that challenge rather fundamentally the point of view that has been presented to the Committee by most of the speakers whom I have been privileged to hear.

It has been usually assumed that work and leisure should or must be distinctly separated. From the educational point of view the distinction is not clear; it does not seem to be necessary and it certainly is undesirable. The distinction between work activities and leisure activities is certainly not in the thing itself. Almost any activity may be work for one person and recreation to another. The difference is less in what we do than in the way in which we do it, the spirit in which we do it.

In schools we have discovered in recent years that the best all-round living is not made up of concentrated grind and empty relaxation, nor of any alternation between those two. When children in a good modern school are preparing a play, or editing their magazine, or getting up a campaign to rid the town of flies and mosquitoes, it is very difficult to say whether they are working or having fun. Actually many of the values of work and play are combined. The sharp break which has been assumed here often between work and leisure seems to me to be unsuited to man's biology, his psychology, and his sociology.

I understand that humanizing work is not the main business of this committee, but it may be well to remind ourselves, particularly employers and makers of NRA codes, that there are two ways of accomplishing the economic result which they have in mind. One is to have people work in concentrated fashion for four hours or six hours a day, and then have the rest of the time full of nothing. The other is to do the work in a different and more leisurely fashion. It may not be applicable in every type of occupation, but certainly short hours of intensive grind followed by long hours of nothing important to do, are hardly a paradise.

Actually many of us who keenly enjoy our work and who work at it ten or fifteen hours a day from choice, organize our own living in such a way that it is extremely difficult to separate work and leisure. Often we say we have no leisure, by which we mean that all the time we are busy doing something that seems to us important, seems to us worth doing, and at the same time which we enjoy doing.

This attitude is not new. When an Indian made a canoe or went hunting, it was hard to tell whether the activity should be called work or play. When a pioneer ancestor went to quilting bees, corn huskings and barn raisings, he took part in real life enterprises which combined good fellowship, recreational value, creative participation, and the doing of something that was regarded as distinctly important.

Turning to our leisure-time activities, it seems to me that the center of attention has been on activities that for the ordinary citizen are too unimportant. That is obvious with reference to a great many of the froth activities—bridge, jig-

saw puzzles, movies, lectures, loafing, which fill up a great deal of the time at present. But I wonder whether, if we use this criterion of the project, that is, the integration of doing something vitally important for the individual and community with enjoyment, we can't find a better solution. Any kind of free time is certainly no premonition of paradise.

What can we create in a metropolitan, twentieth century civilization that will be a good substitute for the good times our forefathers used to have when they met to fix up the church roof, or to have a chicken dinner, or to boil down maple sap into sugar, or to carry on a town meeting? The answer turns us, it seems to me, to another fact which has not often been emphasized here. In spite of the age of plenty which has been mentioned, in spite of the tides of talk about turning from production to an age of consumption, I suppose not five per cent of our people have at present as much food and shelter and clothing and furniture, recreational opportunity and so on, as they want. The existing economic system forces them to stop working for pay before they have earned all they want.

What do you do? It seems to me that the answer, at least the next step, would seem to be to help these people to use some of their free time to produce things which they very much want but could not otherwise afford. Maybe it will be hats, maybe it will be plays, maybe it will be furniture, maybe it will be tennis courts, maybe pictures, perhaps trips, maybe it will be cooperative buying; perhaps it will be child care and service in the home.

I should begin by a survey which would ask citizens in every walk of life: What would you do if you had 20 per cent more income than you have at present? I should work out a leisure-time program schedule to give these millions of people a chance to come as near as they can in the use of their leisure time to the achievement of that level of life which they would set for themselves in answer to such a question.

Of course, I don't mean more time at the same old kind of work. I mean a new quality of experience like the work in the modern school or the club at which children voluntarily spend long hours. I mean giving them the fun of making their own plans as to how they shall do it, the right, of course, to decide when they shall begin, when they shall stop, the companionship of friends whom they enjoy, but above all, a sense of

accomplishing something that is for them vitally important. Every project of this integrated sort would seem to me to be a contribution not only to the use of leisure but a model of what all our working time ought to become in the near future.

One further suggestion: You understand my basic assumption is that people should use their free time to do the things that matter most to them, but whenever people, groups of citizens, try to turn their wishes into reality, we have what may be called political activity in the broad sense of the term. I suppose it is true that our population is generally politically illiterate in the sense that they do not know how to act together for the ends that they care most about. Is there a possibility that free time could profitably be used in this way?

I was greatly interested in Mr. Braucher's question to Secretary Newton Baker the other day as to whether it might not be possible to use leisure time in connection with voluntary public service. If we carry that on down and imagine the sort of activities which engage the attention of this Committee, multiplied by the hundreds, so that thousands of citizens have an opportunity to participate in investigating how their city and how their economic life and how their government can be made better to meet their basic needs, I wonder if we don't have another helpful answer.

Unfortunately, so many of the proposals which I have heard discussed here seem to me to be proposals to use free time to distract people from getting the things which they most want. Organizations seem to be offering "busy-work" to help needy people forget their basic troubles. That seems to me to be the opposite of a sound educational approach, which must begin with what people want most and help them get it. We must organize groups centered about common needs and problems, and help them make effective progress toward whatever they most deeply and strongly desire.

Dr. Overstreet has suggested a program which seemed to me to stop short of complete educational significance because it ended with ideas rather than with achievement and action. I am talking about a program of political pressure, economic pressure, publicity pressure, educational pressure, which looks to achieving things and not merely understanding or appreciating them. I am looking toward a program which will really blend enjoyment and fellowship in a sense of doing the thing that is vitally important.

# The Leisure Services of Museums

Our museums of art and natural history must play an increasingly large part in the development of the effective use of leisure time.

## Leisure Services of Art Museums

By HUGER ELLIOTT

Director of Educational Work  
Metropolitan Museum of Art

THE METROPOLITAN MUSEUM OF ART is open every day in the year from ten to five on the first five week days, from ten to six on Saturdays, and from one to six on Sundays. On Mondays and Fridays an admission fee of twenty-five cents is charged but admission on those days is free to members of the Museum, to teachers and pupils from the public schools of the city, and to holders of student's cards. These cards may be obtained by any duly certified student or practitioner in the field of the arts and permit the holders to copy or sketch in the galleries.

From October through June, at half-past two on Saturdays and Sundays, talks, free to all, are given in the galleries by members of the educational staff. These afford the visitor the opportunity of studying the collections in chronological sequence.

The instructor meets the visitors in the entrance hall of the Museum and conducts the group to the gallery where the talk is to be given. The auditors are encouraged to ask questions and to discuss the various points that come up in the talk. At the Information Desk and in the Library the visitor may consult a brief list of books dealing with the topic or period under discussion. In addition to this, appointments may be made on

these afternoons for talks on special topics, any group being at liberty to ask for such guidance.

At three o'clock on Sundays, from November through March, talks are given by staff members, the general theme being the study of the principles of design and color as exemplified in objects of daily use. The illustrative material used consists of furniture, textiles, ceramics, etc., from the Museum collections and from the many stores that generously cooperate with us in this work. These objects are arranged in a specially lighted alcove at the end of a classroom, and not only are their relations one to another, analyzed, but each is studied in turn for the help that it may give in clarifying the ideas of the auditor concerning design, proportion, color-relations, and so on.

From November through March, at four o'clock on Saturdays and Sundays, the Museum offers its visitors the opportunity of hearing specialists in the various fields of art and archaeology, these guest speakers being drawn from the universities and the professions both at home and abroad. On Thursdays at two-thirty there are free showings of the films produced by or for the Museum.

The members of the educational staff, on weekdays, meet visitors by appointment. A nominal fee is charged for this guidance, although it is free to members of the Museum and to teachers of the public schools and their classes. A number of lecture courses, ranging in length from six to thirty meetings, are given each winter, a few being held in the evening. Fees are charged for these courses.

The reference library of the Museum, open to all visitors, houses about 75,000 books, supplemented by a large collection of photographs and

"The first duty, perhaps, of a great museum of art, is to collect great works of art so that these may be enjoyed by the people. The next step is that of getting people to enjoy them."

color prints. The Extension Division of the Library contains, for circulation at nominal fees, over 60,000 lantern slides and many colorprints and photographs. The public schools of the city may use them without charge. In the study-rooms, notably those of the Department of Prints and of Textiles, the visitor may examine extensive collections of original material.

It is, of course, unnecessary to stress the value of museum study not only for painters, sculptors and designers in every field, but also for students of the various aspects of the story of civilized man. In the Metropolitan Museum of Art are the records of the aspirations of men through five hundred years of history. The Museum, by means of its vast collections, its publications, and its staff of curators and instructors, offers to all comers the facilities not only for practical aid but for spiritual growth.

## Leisure Time Developments of Museums

By PHILIP N. YOUTZ  
Assistant Director  
Brooklyn Museum

**L**AST YEAR the Brooklyn Museum extended its hospitality to 754,615 visitors and this year it has already welcomed 698,906 with the probability that the total attendance for 1933 will reach nearly a million.

The policy of the Museum is to meet the visitor more than half way and to give him the kind of suggestion and guidance which will enable him to discover hobbies and forms of recreation and education best adapted to his own needs. We have always been extremely careful, however, in no way to intrude on the visitor or to institutionalize or organize his leisure time in a way that would seem to rob him of the freedom and delight which one associates with voluntary recreation. We feel it is of prime importance that the initiative, even in leisure-time activity, should always remain with the visitor and that our function is to suggest possibilities and inviting opportunities to indulge his

*"The work of the Brooklyn Museum may be summed up by saying that it is distinctly a museum of the people and for the people, a very human place, a hospitable center for recreation. Scholarship and research, and even the collections themselves, have all been subordinated and directed to this one end of making the Museum a delightful place for the public to spend its leisure time."*

interests. In any museum the permanent exhibitions are the starting point for a leisure-time program. In Brooklyn these have been chosen particularly to appeal to the tastes of the community, and the permanent exhibitions have been planned to please not curators or connoisseurs but the visitors who look forward to spending their leisure time in the Museum.

Through its program of special exhibitions the Brooklyn Museum has done a great deal of work in interesting foreign groups of its population. During the last few years there has been a series of national exhibitions. For example, at present there is a Polish exhibition. This was opened with a Polish program and a special appeal has been made to this nationalistic group. By means of these exhibitions the Museum has been able to give a great many groups of foreign origin something of the cultural background and artistic richness which they lost when coming to this country.

Brooklyn people have always particularly enjoyed music and after a few hours of visiting the galleries they like to go to the Sculpture Court for a Sunday afternoon organ recital. This year the Museum has also been fortunate in being offered the services of the New York Civic Orchestra. Every Saturday morning this orchestra gives a program especially for children, which is attended by some two thousand people, and every Saturday afternoon a concert for adults attracts upwards of three thousand. These concerts are held in the Sculpture Court, which makes a beautiful visual background for the program.

During the summer a new education section was built with light attractively decorated studios and conference rooms. Here the docents meet with groups and allow them actually to handle and become acquainted with objects outside the Museum cases. Everything possible is done to give these groups an informal atmosphere of recreation rather than to repeat the schoolroom routine. Children, for example, regard a trip to the Mu-

seum as a holiday. Adults come to the department to discuss some object they have bought in a secondhand shop with the same eager seriousness that they might pick out a new fishing rod in a sports shop. A great deal of the education department's work consists in leading a whole series of "interests

groups." Among these may be mentioned as typical the sketching class, life class, soap class, junior art class, weaving club, metal club, block print club, nature club, dramatic club, etc.

Each of the curators and many of the local artists and collectors use the Museum as a convenient meeting place for a small circle of friends or students interested in some hobby especially congenial to them. There is almost no limit to this type of leisure-time activity except that of physical space. If the Museum could be open evenings many thousands more could enjoy group activities and hobbies connected with the Museum collections. As it is something like 100,000 children are served by the Museum each year.

One of the most interesting features of the education department's program is the national pageants which are put on during the year by the children. Often these are closely connected with the special nationalist exhibitions held at the Museum. The children make their own stage properties, write their own plays, and do their own acting. The national fetes held thus far this year have been the Finnish, Ukrainian, Danish, Norwegian, Italian, and Polish.

Besides these various activities intended primarily to give children and adults the kind of a good time which will develop their capacity for further enjoyment, the Museum puts on a continuous program of movies based on historical subjects, special recitals, lectures, design classes, and so forth, which are of a more familiar type. Mention should also be made of the broadcasting program which is intended primarily to reach those who cannot readily enjoy the Museum collections and activities first hand.

The Brooklyn Museum has for many years loaned exhibition material to various centers in Long Island. Without dignifying these loans by speaking of them as a system of branch museums, the Brooklyn Museum has in fact exerted an influence in many centers remote from the Museum and in this way reached a large number of people. One of the valuable aspects of these loans is that they are generally installed and supervised not by Museum staff but by local club groups.

The library at the Brooklyn Museum is particularly well equipped. Its work has grown to such proportions that we are now doubling its capacity both as to stacks and as to reading room.

The books in the Museum library have been purchased primarily because of their relation to the Museum collections. Whenever a visitor becomes interested in some object he may visit the library and there find expert guidance for pursuing that interest. During the recent years of unemployment large numbers of people have taken advantage of this opportunity of learning about their favorite collections. The library maintains loan collections of slides, pictures, photographs, and plates. One of the most valuable features of the loan collections in the library is that of plates of modern design. The Brooklyn Museum is the only library or museum which lends out plates from expensive books on modern design, textiles, wall paper, interior decoration, costume design, and architecture. Many of these collections cost \$50 to \$100. The material which they contain is of prime interest to hobby groups and students. The Museum has long made a practice of dividing these plates up and loaning them out to responsible groups.

One of the features of library work which has had most influence on community recreation has been what might be called the planning service for club programs. Clubs all over Long Island come to the Museum to plan their art, ethnology, and science programs, and the library staff helps them in preparing lists of topics and in securing books on the subject, and in many cases loans material from the Museum collections.

The print department at the Museum has a regular Sunday round table, where collectors may listen to some authority in the field informally discuss the technique of their favorite type of picture. There are three etching classes, which have a studio for making their own prints, a block printing group, and another in lithography. This small printing studio is used to capacity all through the year.

Another department which deserves mention is that of ethnology. During the summer a group of unemployed architects have been constructing a notable series of models of Mayan temples, and these have all been made to exactly the same scale. These architects have made a careful study of the documents and photographs, measurements and excavations which afford very accurate date for their work, and from this material have carefully reconstructed a series of nine temples.

## Nature and Leisure Time

By GEORGE H. SHERWOOD

Director

American Museum of Natural History

MUSEUMS, zoological parks, botanical gardens and similar institutions really function as interpreters of nature and her laws. Where can one get a better concept of the immensity of the universe, of the development of all forms of life for millions of years, and of the age of the earth than in a museum which epitomizes nature's work and achievements through the ages? Or where can one become more readily acquainted with our flowers and trees than at the botanical gardens, or with forms and habits of animal life than in the zoological parks or aquaria? Here are opportunities at our very door, to say nothing of those presented in the real outdoors and by nature trails and trailside museums established throughout the country.

The greatest function of the modern museum is to reveal and interpret the laws of nature and truthfully and accurately represent them in its exhibition halls and public contacts. These halls, with their well-labeled exhibits, are great, silent teachers using the important visual instruction method of teaching.

The American Museum's educational programs includes not only its extensive service to the schools, which is utilized by more than 93% of all the schools in the city and which made contacts last year of more than 29,000,000, but also teacher training courses, expert guidance of adult groups through the Museum halls, the lending of special exhibits to branch libraries in the city, and the many lectures given by the Museum directly or in cooperation with the scientific organizations which hold their meetings at the Museum. I shall not make further reference to the obvious recreational and instructional values of the Museum as a whole, other than to say that it can be greatly increased if more extensive publicity is given to its exhibits and services by the press and other agencies, and by having a corps of workers, or "sales-

men of leisure," familiar with the Museum and sister institutions speak before industrial groups and welfare organizations such as Boys' Clubs and Settlement Houses.

I can best make my contribution to this subject by calling attention to a few recent experiences in the nature field as observed in activities connected with the American Museum of Natural History. I would like to mention first the nature trails and trailside museums that are springing up all over the country, particularly in the national parks, and I refer especially to the nature trails at Bear Mountain, carried on under the supervision of the American Museum of Natural History in co-operation with Superintendent Welch and the Interstate Park Commission. The almost universal use of the automobile and the improvement in other means of transportation is taking hundreds of thousands of city people into the country, and this has created within them a desire to know more about the objects of nature which they see. The nature trails are for their particular benefit.

A nature trail consists merely of a path through the woods or fields along which visible but inconspicuous labels or markers are placed upon selected specimens. As one strolls along one may learn the name and significance of the particular object. For the past eight years the Museum has operated four types of trails at Bear Mountain, namely, the Biology Trail, the Botany Trail, the Geology Trail, and a History Trail—the last because of the Revolutionary history associated with this area. During the past summer more than 350,000 people visited the trailside museum and the nature trails at Bear Mountain. The small museums along the trail are information concentration points, where the story "Out-of-Doors" is crystallized.

We have laid out indoor nature trails in the Museum which are excellent substitutes for the outdoor trails for those who cannot readily go to the country. The growing popularity of the nature trail movement indicates this is an important contribution to outdoor nature education, appreciated by both adults and children.

Recently there has been a rapid growth in the interest of all classes of people in

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"The contemplation and observation of Nature presents one of the most entertaining and profitable ways of using leisure time, whether this be in the real out-of-doors or among its translations in the museums of science, zoological parks, botanical gardens and kindred institutions. Nature, with its many aspects and with its various methods of approach, can be readily made to satisfy pleasure instincts and to lead one on to a further development that will give a real objective to the use of leisure?"

# Enlarged Adult Education Opportunities

DURING the months of December 1932 and January 1933, the New York State Department of Education initiated an experimental project in the provision of made work employment for a number of highly trained men and women in need of financial assistance. Funds for the project were provided by the State Temporary Relief Administration. The original grant was large enough to employ 250 professionally trained people who were used as teachers of unemployed men and women.

The program was successful. At the end of the sixth week over 9,000 adults had enrolled in classes taught by this group of unemployed professional people. Today in New York City we are employing 1,500 professionally trained men and women on a made work basis and using them as teachers, as recreational leaders and in connection with a symphony orchestra and five or six small orchestras and bands.

The program of adult education as organized on the emergency basis included work in the field of general cultural subjects, including languages, music appreciation, art appreciation, sociology, psychology, economics and other general subjects. We organized a great many classes in the field of finance and applied arts. These courses have been unusually successful. Large numbers of people have attended them because of their interest in avocational training. The range of art work includes portrait painting, work in clay, sculpturing and modeling, silversmithing, etching, commercial design, scenic design and other allied subjects.

Two courses offered in the field of commercial education have been unusually popular. Thousands of unemployed adults have enrolled for these courses, including a wide range of work in commercial subjects, banking, finance, commercial law, stenography, typewriting, speed dictation, international trade, and the use of bookkeeping machines and other office appliances. We developed a rather extensive program of adult education in the field of home-making which was planned primarily to provide training for mothers who were living on home relief. The courses

By LEWIS A. WILSON, D.Sc.

Associate Commissioner  
New York State  
Department of Education

planned for these women included low cost meals, the planning of special diets for children, the selection of food to meet family group needs and also courses in the making and alteration of clothing, the making of children's clothing and home nursing.

We organized during the summer months, in cooperation with the Board of Education, a recreational program planned primarily to take care of boys and girls of school age and to utilize the playgrounds connected with the public schools during the evening hours for the older groups of young people. This program, during the summer, reached 209,000 individuals a week with an average daily attendance of 35,000 different individuals. We have organized courses in the field of industrial and technical work and some courses in the field of dramatics, dancing, choral singing and a few courses in the field of instrumental music.

The attendance in New York City upon these classes has indicated very clearly that there is a desire on the part of a large number of adults for additional educational training. The enrollment during the summer months when we had a special six weeks' session totaled 53,000 adults, with a weekly attendance of 22,000 different adults. The program at the present time has a total enrollment of about 41,000 different adults with an average daily attendance of about 20,000 adults. The men and women who are employed as teachers in connection with these centers are unusually sympathetic with the point of view of the unemployed adult. They are unemployed themselves. They have a keen personal interest in the welfare of the men and women who enroll in these classes.

At the present time we are paying these people on a made work basis the sum of \$15 a week for 22 hours of service. The \$15 a week, however, does not represent in any sense of the word the service rendered by this splendid group of men and women who are teaching in these classes.

Our experience in this emergency program leads us to believe that, first of all, there is a need for a

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# Leisure Time and Libraries

By FRANKLIN F. HOPPER  
Chief, Circulation Department  
New York Public Library

"We encourage people to read for a purpose, or to read creatively, or to read to better their income, or to broaden their minds, or to know the best that has been said in the world, or for a dozen other equally laudable purposes, but we do not extensively advertise the fact that reading is fun."—Mumford Jones, in the November issue of the *Bulletin of the American Library Association*.

IT IS SAID a danger of the new leisure is that if it does not mean idleness it may be merely a high speed use of the machine in the pursuit of pleasure or even of culture. Many of the current ideas of training for leisure time are concerned merely with filling in of idle periods. Having put vacant time into life, we cannot so easily put life back in the vacancy created. This free time is useful not only for intellectual training for practical ends but also—a matter of equal if not greater importance—for encouragement of reflection and the pursuit of knowledge for its own sake. This new "living time," as distinct from "working time," must be used in learning to live more fully.

Books and reading, freely offered as they are through the libraries, may well be salvation for many. Education comes from life, but when life is all work, the education is meagre. If to work is added reading for study and self-culture, and reading for the very joy of the thing, we may have a full man.

Public libraries as a part of the educational system are nearly universal in this country. In villages and small cities, one finds half the people regular users of libraries. In great cities like New York not more than twenty-five per cent are registered borrowers. Nevertheless, it is not without significance that more than 33 million books were lent for home use in 1932 through the three public library systems and the public school libraries of New York; and the New York Public Library with its sixty branches and sub-

branches in Manhattan. The Bronx and Richmond, recorded more than four million reference workers.

There is evidence that fully a quarter of the people everywhere read no books. Only a small part of that quarter are illiterate, but public libraries cannot reach many of them until more simple, easily read and understood books are written and published. Existing books on the sciences and social and economic questions of the time are not comprehensible to great numbers of people who never get beyond the sixth or seventh grade. We sadly need books of the type of the New Russian Primer—simple, readable, authentic. If a quarter of the population are practically without reading experience, that is a challenge to the author and the publisher.

Although there are great stretches of populous regions of the upper Bronx, and parts of Brooklyn and Queens that are practically without library service except for the meagre offerings of travelling bookmobiles, nevertheless, for the great bulk of the population of the city libraries are near at hand.

The differences in the book needs and interests of the varying communities of the city are amazing. The limited demand (if great need) of the semi-rural and small village population, and the insistent call from the sophisticated and highly intelligent groups of certain urban sections, are all to be met and encouraged.

The sixty libraries of the New York Public Library system are organized as neighborhood

book centers to fit the special character of the districts and to supplement for the local reader and student the great research collection at Fifth Avenue and Forty-second Street. A branch building on East Fifty-eighth Street contains fine collections of music and drama, on the theatre and fine arts. On the programs of the Philharmonic, the Philadelphia and the Boston Symphony Orchestras you will read that the scores of the works played may be borrowed from the Fifty-eighth Street branch library. In a library on Staten Island, in a beautiful setting facing the harbor, is a delightful collection on the sea. In a branch in Negro Harlem is a valuable research collection of Negro literature and books on the Negro, used by students and investigators from all over the country. In a library on York Avenue in the center of the Czechoslovak population is the best collection of Czech literature in America. In Fordham is a reference center for the upper Bronx and a circulating library lending three-quarters of a million books a year. These examples show the effort to suit the libraries to the different communities; they must meet their patrons on their own level, and not allow themselves to be raised in, to be set on too high a pedestal.

For the man with new-found leisure, seeking educational opportunities, the libraries afford information, direction, advice. For the man needing vocational guidance, the libraries are equipped both with books and with information about the best places to turn to for help. The man wanting to read and study by himself will be helped by the librarian with lists of books suited to his special case, or if more expert aid is needed, he will be referred to the Readers' Adviser in the Central Building. The librarian's help, advice and books are at the service of the man wanting to develop a hobby, an avocation; for photography, gardening, tennis, woodcraft, drawing, what not, guides are available. Above all, for the man who wants to read for the joy of it, treasures are waiting.

Many a man, displaced from his job, is seeking to find himself in a new field. Enforced leisure not infrequently affords opportunities to develop natural bents or hobbies into productive vocations. Systematic reading planned with the help of librarians can take men far on the new roads. Preparation for many a new job is proceeding with library help.

The city is full of people who are conscious of serious gaps in their educational and cultural equipment, who are coming to the libraries for books to aid in building up their personalities. The extent to which libraries can help the underprivileged in making up for lost years is being proved every day.

Long continued unemployment has caused such a loss of morale and so decreased ability to concentrate in many readers, who were earnestly using the libraries, that they are finding any type of reading beyond their present abilities. It is to be hoped that re-employment and the new type of leisure will quickly make it possible for them again to read profitably.

The line between education and recreation is happily being obliterated. The value of recreational reading as refreshment, and as giving direction into new fields, is not to be overlooked. Choices of reading for the fun of it are many and broad, and freely offered in every library.

In four years, the demands on the libraries of the city have grown some twenty-five per cent. It is sad that in the present year, at the time of our greatest potential usefulness, the helpfulness of the libraries has been grievously curtailed by reduced funds. A reduction in book appropriations of seventy-seven per cent in the New York Public Library has made it impossible to buy needed new books, and even to keep our stock in presentable condition. A certain loss in patronage in the current year was inevitable. Is it not tragic that the need created by the new leisure time cannot be met as the public have a right to expect? In spite of the difficulties of the moment, the librarians of the city are hopeful that ways may be found to make for greater usefulness.

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Speaking of the financial difficulties which the depression has caused, Mr. Hopper stated that the total budget had been cut approximately \$262,000. Roughly about \$200,000 of this represented money which would normally have been spent for books. As a result, the library has not been able to provide in adequate quantity the lighter reading matter for which many people who want recreational reading are coming to the library. There has been an increased demand for books in the fields of social sciences, economics and fine arts.

# Leisure As An Economic Phenomenon

By GUSTAV PECK  
Labor Advisory Board  
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PERHAPS THE MOST striking phenomenon of our day is the steady and persistent increase in the efficiency of labor and in the output of industry. You all have seen figures which indicate the phenomenal increase in efficiency first from handicraft methods to machine methods and then during the machine era. Despite all the increases in efficiency which have taken place up to 1914, the period since then has been accompanied by such phenomenal further increases as to have provoked the description for this period of "the second Industrial Revolution."

It is frequently forgotten that the gains in output and efficiency in recent decades have been made despite the steady shortening of the working day. In 1890 the typical schedule of hours in industry was 60 or over. In 1928 it was approximately 48.

AVERAGE HOURS OF LABOR PER WEEK IN ELEVEN INDUSTRIES, 1890-1928 (a)

	Average hours per week	Percent decrease during period
Bakeries .....	64.7	47.4
Boot and shoe .....	59.5	49.1
Building .....	52.0	43.5
Cotton goods .....	62.8	53.4
Foundry and machine shops .....	59.8	50.4(b)
Blast furnaces .....	84.6	59.8(c)
Marble and stone .....	54.7	44.0
Mill work .....	52.0	44.8(d)
Book and job printing .....	56.4	44.3
Newspaper printing .....	48.2	45.1
Woolen goods .....	58.9	49.3
		16.3

(a) Teper, Lazare, *Hours of Labor*, Johns Hopkins, Studies in History and Political Sciences, Series L, No. 1, 1923, p. 49

(b) 1927

(c) 1926

(d) 1924

"The economic forces that have supported the short-hour movement are certain to continue, since everybody now sees that our problem is that of managing surpluses rather than grubbing a living from the soil or wearily making things by hand. If I were speaking in industrial terms I would say that the industry with the greatest future ahead of it is that one which will provide the most adequate and satisfying use of leisure time. And that is what I understand your business to be!"

It is possible that we may have sacrificed the attainments of a larger output and higher incomes for the luxury of leisure, but it is undoubtedly that leisure is itself a product of economic efficiency. The result is of profound significance for our social life, for leisure can no longer be thought of as a class privilege but has to be conceded as a requirement for normal living. The shorter work day has made work more agreeable and pleasant; it has probably had a favorable effect upon health and longevity and has been a stimulus to the expansion of many industries which serve the leisure of working men and women and their families. The leisure which modern society is able to afford is not rest from labor but rather the occasion for new forms of activity which have developed impelling systems of wants. Without short hours of work such common utilities as pleasure automobiles, sporting goods, beauty parlors, motion pictures and innumerable popular luxuries—as well as all the industries which serve them or depend upon them—could hardly have existed in their present form.

## Shorter Hours Justified

At different periods in our history the movement for shorter hours has found justification on different grounds. In the earlier years of industrialism arguments for shorter hours were based on the dangers to health of the long working day and on the inability of workers to develop wider interests and become good citizens because of

sheer lack of time and opportunity. It was at one time quite generally believed that shortening the long working day would decrease output. When it was discovered that shorter hours would not lessen productivity, that indeed they were frequently accompanied by increased output, the short-hour movement became a more positive thing. Spokesmen for labor now argued for the same wages with shorter hours and they rested their case on increasing productivity. Continuing events proved the soundness of their position. The mounting productivity of industry, the struggle for markets and their more careful explorations, focused attention upon wage earners as consumers. It was believed that fundamentally industry depended ultimately upon bulk sales to millions of wage earners and that many of the newer products were being purchased by wage earners who had both money and time. Time, it was clear, was as essential as money. For of what use would a radio or an automobile or the motion picture on the square be to a wage earner who worked from daylight to dark? The development was cumulative because leisure created increasing opportunities for consumption.

It may be said that in the early days of industrialism workers rested, but they had no leisure. After the general acceptance of the eight hour principle there was leisure, but the gourmets said there was not enough rest. Accompanied as the movement was by higher incomes, it afforded the workers an opportunity better to equip their homes, to enjoy family life, to tinker with their cars and radios and to go places. In the post-war period the experience seemed to be proving itself and the shorter work day was accepted as a necessary stimulant to industry.

Thus, it appears that the long decline in the hours of work has been clearly related to the growth of factory industry, to mechanization, and to the increase in the productivity of labor supported further by the social theories to which they gave rise. There have also been adventitious aids, like the religious support of the day of rest, the lead furnished by professional men and executives in making Saturday a half-holiday, the high cost of overtime in union trades and the fact that the Saturday half-holiday is frequently uneconomic. In the last months of the prosperity cycle which ended in 1929 the continuation of these forces in the background and the subsequent existence of wide-spreading unemployment were serving the substance of reality to discuss-

sions of still shorter working time, particularly of the five-day week and the six-hour day. In the course of the depression the movement for a shorter work week has been confused by the influence of many contradictory forces. On the one hand there was a growing body of popular opinion, particularly among organized labor, which looked to the reduction in the work week as the surest and swiftest device for returning the unemployed to their jobs. Even before the depression, when it was commonly believed that the introduction of machinery was contributing to the increase of unemployment, the spokesmen of labor urged the shortening of the work week as the most effective solution of that problem. During the four years of the depression, with the rapid multiplication of the numbers of the unemployed, the espousal of this proposal has become more emphatic and more general.

Industry, on the other hand, has been motivated by competitive considerations of cost and price. In the first years of the calamitous decline of the price level and the continuance of the decline for nearly four years, employers in the highly competitive industries or in the competitive areas of partially controlled industries have attempted to exploit all possible sources of cost reduction and in the process have not hesitated to lengthen the work week and to pay their operatives the same wage for more hours of work. In consequence, the standard work week had, by the early part of 1933, been lengthened, and even in unionized trades, by informal agreement. At a time, therefore, when the lack of work and work-sharing arrangements had greatly reduced the average actual hours of employed labor, the standard, normal or full-time week, the number of hours a plant works when it is busy, had in a substantial part of the industry, materially increased.

#### **Then Came the NRA!**

With reference to hours and the provision of leisure, the Recovery Program made sudden and radical departures from the slow progress in the reduction of hours in preceding decades. To all the foregoing arguments for shorter hours already advanced there was added a new one of compelling force with which there had been some experimentation in the preceding year, and that is the principle of sharing work. Of course, the Recovery Program involves far more than the share-the-work features, since even from this angle

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# When You Ride a Hobby

By CHARLES J. STOREY  
New York City

**There are no uninteresting, no sad, no lonesome hobbies. So mount your hobby horse and go!**

WHEN YOU are riding your hobby, you are recreating in the true sense of the word, for the phrase means a forgetfulness of all else in the pleasure of the activity. One may play golf, or fish, or go to a play, with more or less enjoyment, but if you can really name them hobbies there is little doubt of their recreational value.

Activity in a hobby means oblivion to all else. Collecting first editions, building model yachts, discussing politics or other people's business may be hobbies and are therefore recuperating. It is the one thing which has no qualifying factor—an activity either is or is not a hobby.

The word is complete in its meaning. One cannot have an uninteresting hobby, or a sad hobby, or a lonesome hobby. It is an indefatigable pursuit of a goal in an enjoyable manner. Children do not have hobbies. They are seldom interested in one kind of an idea or play for a continuous period to the exclusion of all others. R. M. Ogden says there is no coherence among the child's various acts. He explains that the child's mind is pockety and a sudden change from one pocket to another brings no sense of incongruity or contradiction. Children have seasonal desires for different kinds of play. There is a top time and a kite time, or a time for marbles or baseball. But they seldom pursue a certain kind of play year in and year out. They do not need much, if any, relief from tasks, for they are not concerned in building up an opposite interest to work, for example, as adults do when they create a hobby for themselves.

## A Great Variety Offered

I know an executive whose hobbies are the building of miniature boats and the collecting of



Courtesy Westchester County Recreation Commission

first editions. A railroad engineer built model yachts in his spare time when off duty and spent his holidays in sailing them in miniature regattas on park lakes. There was a young man around the corner who was an amateur drummer and who played in dance orchestras whenever he could bribe the drummer. In New York City is a flourishing art club of business men whose members are amateur artists who sketch, paint and model. Hobbies of collecting are as numerous as the things collected from stamps and first editions to match covers.

The radio when it first appeared was called the finest example of an adult toy. Never before has a hobby had such a following. The advent of ready-made sets cut down the number of amateur constructors, but the hobby persists. Seven or eight years ago nine out of ten sets were built by the owners. There is a fascination in putting together condensers, coils and all the shining little gadgets and getting a sound out of them. This was a hobby which needed no clubs or boasting

to make it popular or to keep up interest. At noon hours men, entranced by the numberless bits of mechanism, stood three deep about the display windows showing radio parts. As soon as a man reached home after a hard day's work he was at his radio building. The D. X. or distance fan listened only for the name of the station, and the operator who got the most stations with his home-made set was the envy of his friends. Radio, the most modern gift of magic, was and still is a constructive hobby for adults all over the world.

The release from the fatigue of labor found in doing another kind of labor which we turn into play, such as gardening, carpentry, house painting, etc., shows how we may change work into a hobby. The activities may often be of the same kind and their only difference lies in what we are thinking about them.

#### Hobbies Indicate True Bent

Hobbies are often the most valuable product of our leisure time. They may indicate more truthfully than any vocational examination what our true bent is. Of course, in adults this information about themselves is usually of no value as it often comes to them too late. Only occasionally does a hobby finally take the place of the man's or woman's daily occupation. Vocational experts now examine the leisure time occupations of the boy or girl for indications of what they really do best. These recreative expressions, especially in the young, have not as yet had the cold seriousness of a life work fastened upon them and are often the untrammeled and unhindered expression of the young person's or the adult's genius. Hobbies as part of our recreative spirit are lightly undertaken but seriously held. Thus they are often clearer answers to the great question: "What can I do best?"

Many great inventions have been the product of the enthusiastic mechanical hobbies of men, who freed from their day's labor, have turned to some all absorbing invention. The autograph camera was the spare time idea of a poor minister. Lewis Carroll's immortal fame rests on his having amused himself making up and telling the story of "Alice in Wonderland" to

a group of children. Many a man has developed what was first a hobby into a life's activity. And enough has been written about the advantages of having a passionate interest in some other activity than just business. Robert Browning, clairvoyant and wise as many so-called impractical poets have been, writes in "Shop":

"Because a man has shop in mind  
In time and place since flesh must live,  
Needs spirit lack all life behind  
All stray thoughts, fancies fugitive,  
All loves except what trade can give?"

"I want to know a butcher paints,  
A baker rhymes for his pursuit,  
A candlestick-maker much acquaints  
His soul with song, or haply mute,  
Blows out his brains upon the flute."

The curse of Adam may still be on labor, but hobbies have been regarded as too unimportant to put any curse on. Who can say what this release in spirit is which gives the amateur painter or gardener such forgetfulness of the workaday world? The stamp collector, the man fingering and admiring his latest antique, the builder of his own radio, is in a different atmosphere from his work hours as though he had been transported to another planet. Connoisseurs may know and admire the arts but an amateur painter, though he paint ever so badly, gets a thrill from his art that no amount of culture unacquainted with palette and brush will ever give. Knowledge of construction gained by doing, whether it is a stool or a house that is built, makes every other stool or house more interesting. If our appreciation of the plastic arts or of gardening, for example, is only from observation and not from working at them or in them for fun, then we are, from the cultural standpoint, merely sitting in the bleachers.

#### The Values of Hobbies

Hobbies have never been given the attention which they should have. Looked on as a by-product of men's lives and often labeled with the terrible label of "pastime" (passing the time), they have been relegated to a very secondary place. They have been part of the supposedly unproductive leisure time of people. We are beginning to see now that hobbies are often as important to a man or woman as his work. Many

"The unemployed man who occupies himself with some task, even though he receives no pay for it, or who cultivates a hobby of some kind, or who takes part in some of the organized recreational or educational activities in his community, is taking a long step toward keeping his mind from rusting and his personality from growing crabbed." George K. Pratt, M.D., in *Mental Hygiene Bulletin*, November-December, 1932.

a man has found his hobby a means of relaxation in time of mental and physical stress in his daily occupation.

The man who has a hobby has provided himself with entertainment for a rainy day. It is like putting money in a bank. He has saved up an interest for times of disability and often old age. It is one thing that a man never retires from. He might have to give up his business or he might wish to give up his business, but he will never wish to give up his hobby as long as he has strength to occupy himself in it.

He will occupy himself with his hobby in times of boredom or even disaster when all other interests are dead. I have always thought that if Nero actually fiddled while Rome burned, it was because fiddling was his insatiable hobby to which he turned with philosophical calm in the midst of an unavoidable calamity.

The amateur gardener, the collector, the amateur mechanic, the man who writes for fun, or the man who paints for fun, has a reserve fortune which is worth more than gold.

The hobby or a powerful, constructive or creative interest outside of our daily occupation, is the serious and important part of our recreative life. It is one of the tangible evidences of a right recreative program in our lives. This is a very solemn way of saying that if a good time was had by all, each would have some fun left over for a rainy day of life when the supposedly all important life work may cease to be so lively looking.

People should have a more alluring occupation

in old age than sitting on Florida hotel porches and listening to the hardening of their arteries. Homes for the aged are full of idle people not because the inmates are decrepit but because they have no hobbies. To labor long and earnestly is not enough—we must recreate just as earnestly. And a hobby has not only an immediate satisfaction; it has also a future reward—a recreative "hang-over" which is of great value. It is a matter of the imagination and of knowing what to do. Some are bored when not at work and seemingly cease to celebrate in their hours of ease as did one college boy who came home to his father's farm for over Saturday and Sunday. Not finding any of his usual recreations at hand, he complained to his father that he really did not know what he could do with his "week-end." "Put your hat on it, son, put your hat on it," his father replied. That is what is the matter with a good many of us after a day's round of some uninteresting work. We spend all our brains on our work and none on our leisure. Being bored at any time, either in youth or old age, is traceable to the lack of resourcefulness in entertaining oneself. A hobby is as good and better than a continual picture show. And what more can be said of it in these cinema days?

#### A Form of Insurance

Hobbies, like other forms of recreation, must be acquired. If

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*Photo by Wallace Hutchinson  
Courtesy U. S. Forest Service*

**Hiking and mountain climbing—hobbies of the greatest recreational value to many who love outdoor life.**

# An Old Art Serves a New Age

IT IS A significant fact that the oldest of the arts, that of pottery making, should play a vital party in one of the newest of programs—planned leisure. Yet this is readily understood when the power of the creative instinct, the love of beauty and the grace of service are taken into account.

It was not by mere chance that seven years ago the Paul Revere Pottery, of Boston, Massachusetts, recognized the recreational possibilities of adding an educational feature to its studio work which then covered a wide field. The dividends that resulted to the school, even from the start, were sizeable. In frequency and proportion there has been a steady increase. That these bulk large in mental rather than monetary value adds to the satisfaction of the shareholder.

The Paul Revere Pottery is situated among hilltop gardens, less than half an hour's ride from the centre of Boston. As far as is known its School of Ceramic Art is the only school in the United States where classes in pottery making are held in connection with the established business itself. Here are taught both hand-built and wheel-thrown pottery. Other stages in the course are the Early Egyptian, the Greek, the Chinese, the Persian, and lastly the Modern.

It is a truism that given opportunity the creative instinct of an individual brings freedom of spirit. It brings also delight to the creator. A visitor to the school would see tangible evidence of this in the pardonable pride and pleasure which pupils, both adults and children, take in



*By*

IRENE ARMSTRONG  
Boston, Massachusetts

their handiwork. To illustrate: A young mother, who has spent several weeks' class time in making tiles for her child's nursery, awaits the unpacking of the kiln. As the ware comes forth from the white-heated furnace, the kiln packer sees them only as gay and artistic panels. But to the mother who fashioned them they are something far more than pretty tiles for a nursery fireplace—into their making has gone something real of herself. Another woman's interest is also for others. To her Christmas means the sharing of home-made gifts. Last year she bestowed upon thirty-five delighted friends pottery jars filled with honey from her own hives. The small jars varied in color and design and each carried out the preference of its new possessors. A man, who works at night at the city desk of a morning newspaper, is one of an afternoon class at the school where friendly rivalry in carrying out individual fancy runs high. His particular hobby is pitchers—large and small, high and low, slender and squat; some with designs, some plain, others with monograms, but all showing the careful, even affectionate touch of the artist.

And the harvest of the leisure hours of these men and women is a rich one, both in past and future enjoyment; it is lovely to look upon, and the list of products of even one season's classes is a long one. It would be sure to contain an orange and black supper set for a bachelor's camp; a large garden pool base and fountain; lamps of many a type; candlesticks, vases, and an

assortment of figurenes that would satisfy the most ardent collector of this fascinating ornament. There would be desk-sets, book-ends, boxes of every conceivable shape and pattern. And there would be an array of imaginative animals that doubtless were inspired by Winnie-the-Pooh, but which certainly out-Noahs the original Noah's ark!

Personal inclination and individual expression by members of the classes are given free play, although in initial stages the work is always supervised by an instructor. This balanced method of instruction (natural cooperation of pupil and teacher) combined with the stimulus of companionable competition, makes an inviting atmosphere for the pupil's development. The discipline is an unconscious lever, yet it is sufficient to prevent bad taste in the fashioning of the ware. True, there is an infinite variety in results, as in concept, but the guiding influence on the beginners' adventures prevents any unfortunate result.

The educational phase, as distinguished from the recreational, has much to its credit. The school has sent forth men and women to be instructors in schoolroom and at camps. Pupils have become so proficient in conception and execution that the selling of their handiwork has meant a gratifying profit. And of outstanding satisfaction to the school is the fact that in not a few instances this work has proved to be a splendid medium for those who are handicapped. Not only has what at first was timid application developed into absorbed desire to fashion a better thing, but better health has come to them, as well as opportunity for financial return where formerly there had been a hopeless incapacity.

In November the Paul Revere Pottery celebrated its twenty-fifth anniversary. It was established by Mrs. James J. Stor-

row of Boston to provide a group of girls with some means of earning money to carry on their education. She remodeled for this purpose a house on Hull Street in the shadow of the Old North Church—hence the name Paul Revere. Edith Brown, a graduate of the Boston Art Museum School and a student of Bela Pratt, directed the girls who came to learn how to make bowls, then their only output. The handicraft became more and more successful, until the limited quarters were outgrown and Mrs. Storror built a group of buildings on Nottinghill. Under Miss Brown's direction the project progressed until within a few years from its first expansion the Paul Revere Pottery was acknowledged to be a real credit to American handicraft, and was sold all over the United States, in Great Britain, Europe, Asia, Africa and Australia. One of the most popular designs which Miss Brown evolved in the early days and one that still remains a prime favorite, is the bread-and-milk sets for children. *Betty—Her Mug, Junior—His Plate*, and *Norton's Bowl* continue to delight children (and, be it said, even grown-up children as well) who exclaim when seeing their own name on

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**The expression of the creative instinct brings freedom of spirit and delight to the creator.**



# Challenge of the New Leisure



Courtesy of the New York City Story League

THE AMERICAN nation, which has deified work and looked with suspicion upon leisure for the masses, has in its search for economic recovery suddenly faced about and granted the boon of greater leisure to its toiling millions. Almost overnight the dreams of working men and women for shorter hours of labor have been turned into reality. Even the most optimistic a year ago would hardly have dared to predict such rapid and wholesale steps in the direction of expanding leisure. Through the administration of the National Recovery Act the forty-hour week has come into vogue on an unprecedented scale, thus multiplying enormously the free time of the rank and file of the gainfully employed.

## Increase in Free Time

A slight computation makes clear the amount of time at the disposal of the worker employed on a forty-hour-week schedule. Allowing twelve hours a day for sleep, eating, travel to and from work and other necessities, the time remaining for the cultivation of his own interests is more than five hours a day for six days of the week with Sunday thrown in as an additional full day of leisure. Or if his forty hours are completed within five days, he has two full days of leisure besides four hours of free time on each of his working days. According to similar computation, the man who formerly was compelled to work twelve hours a day had no free time except on Sunday, and one working ten hours had only two hours of free time each working day.

The new leisure of the workingman stands in striking contrast with the meager amount at his disposal during the past gen-

The National Recovery Act with its code of reduced working hours, is focusing the attention of the nation on the problem of the use of leisure. The subject is considered in this article by Dr. Steiner, Professor of Sociology, University of Washington, who made a study of trends in recreation for the President's Committee on Social Trends. It is reprinted here through the courtesy of *The New York Times* and of the author.

By JESSE F. STEINER

eration and already has attained sufficient proportions to carry with it extraordinary possibilities for good or for ill. After ample allowance is made for time consumed in travel to and from work, the present-day workman has more hours of leisure than he spends in his regular employment.

This new leisure is by no means an entirely new development; it has been coming in cumulative fashion during the past 100 years. In the early part of the nineteenth century, when even children were working in English mills sixteen or eighteen hours a day and when a twelve-hour day was regarded as a matter of course, leisure for the mass of the working people was nothing more than an illusive dream. But, with the advance of the machine age, hours of labor began to decrease. The twelve-hour day became less common, and finally in 1923 it was routed from the steel industry, its last great stronghold.

Strikes for a ten and a nine hour day were features of the closing quarter of the last century, and the eight-hour day became a goal that seemed possible of attainment. Long before the depression the eight-hour day had been established in a large number of industries and many

groups of workers were enjoying the benefits of an even more abbreviated time schedule. The forty-hour week, to which so much publicity has been given recently, is not a new departure, but its sudden application to so many lines of work and the remarkable manner in

which it is being accepted as a way out of our present economic difficulties have caught the imagination of the American people and given new meaning to the long and dramatic struggle for a larger amount of leisure.

Our new leisure has without doubt come to stay. The shorter work-day and the shorter work-week must be reckoned with as permanent facts. The busy bee that toils early and late so that it may not come to want is no longer an appropriate symbol for our modern industrial world. We are entering upon a period when we will not point with pride to achievements made possible by unremitting toil. Our emphasis upon the beneficence of labor now includes also provision for adequate leisure. The old idea that the devil finds work for idle hands to do expresses a suspicion of leisure out of touch with our new thought and practice. The American ideal is to do our work expeditiously so that plenty of spare time may remain for the cultivation of our leisure-time interests.

#### Problems Involved

While this onward march of leisure is most gratifying, it brings in its train problems that are not easy of solution. The exploitation of leisure time has always been a profitable financial venture for those interests that cater to human weakness and promote habits that tend to degrade rather than build up. Liquor, prostitution and gambling have long been favorite devices of those who seek profit through the commercialization of leisure. It is not without significance that the extension of leisure and legalized liquor are entering upon the stage of American life at the same time. One of the problems we face is the role hard drinks will play in the leisure-time activities of the people.

Prior to the World War the purveyors of liquor were the most successful exploiters of the surplus time and money of the rank and file of our workers. The saloon was popularly known as the workingmen's club and behind its swinging doors and glazed windows were found stimulation for jaded nerves, social intercourse with congenial friends, and forgetfulness of the toil necessary in the struggle for existence. But even in those days the evils of this way of spending

"Today, because there is not work enough to go around, we are forced to look for new virtues. We are learning the value of life. It does not lie in abasing the flesh but exalting the mind and releasing the spirit. Work cannot be the end of life, and keeping alive is not the end."—From the *Junior-Senior High School Clearing House*, September, 1933.

leisure were plainly apparent. The saloon as a resort for disorderly people and its corrupting influence upon civic enterprises overbalanced its contribution as a needed social centre and was abolished as a festering sore in American urban life.

Through the apparently certain repeal of the Eighteenth Amendment America will again squarely face the problem of liquor control in the interests of law and order. The larger role of automatic machinery that requires skillful handling, the streets congested with automobiles with their constant menace to human life, the growing amount of leisure to be spent either constructively or destructively, are among the new conditions which make extremely unwise any widespread exploitation of the desire for liquor in the interests of financial profit.

It is unthinkable that the pre-Volstead pattern of dispensing liquor will be followed, for the present situation makes intolerable a system of competitive drinking places constantly striving to increase their trade. Americans under the new regime are to have full freedom to drink or to refrain from drinking, but commercial efforts to develop a nation of drinkers cannot be permitted. The old custom of spending leisure, drinking with a party of friends in a cafe will doubtless remain; but public interest demands that it should not become a dominant feature of our modern recreational world.

#### Undesirable Amusements

Along with the problem of liquor control, there must be faced also the necessity of dealing more effectively with those border-line forms of demoralizing entertainment securely entrenched in the amusement centres of our cities and defying all efforts to curb their activities. There has been no lack of ordinances designed to deal with this situation, but the widespread break-down of local government in its attempted suppression of gambling devices and of resorts that foster vice is a matter of common knowledge. The continuance of such leisure-time activities is possible not merely because of the break-down of law-enforcement agencies. They are also condoned by the public as a necessary evil and we are satisfied if they stay sufficiently under cover so as not to

offend decency or give the city an unpleasant notoriety.

To hold to such a public policy toward demoralizing pleasures in a period of greatly expanding leisure is to tread on dangerous ground. We may be sure that the promoters of disreputable amusements will be most aggressive in taking advantage of this opportunity to enlarge their constituency. Activities that degrade personality, lower the moral tone of the community and destroy bodily health and vigor cannot be entirely abolished, but they can be prevented from excessive growth. If the traditional policy of laissez faire in this realm of commercial amusement cannot be replaced by adequate safeguards of public morals, the new leisure may be a loss rather than a gain to modern civilization.

Perhaps this aspect of our leisure-time problem can be dealt with more satisfactorily by the promotion of wider recreational opportunities than by more drastic governmental control. The indirect attack upon undesirable amusements by creating interest in more wholesome forms of recreation seems in the long run to be the wisest course to follow. Fortunately, during the past few decades great headway has been made in building up a far-reaching system of public recreation, in which emphasis has been upon active sports and games. A generation that has been habituated to long and exhausting toil may eagerly turn to stimulants and idle pleasures, but in this era of greater leisure the more strenuous activities of the playing field will gain in popular favor.

#### Public Recreation Facilities Must Increase

Our great danger is that proper facilities for wholesome public recreation will be insufficient to meet the strain that will be placed upon them. Each year has

seen a greater crowding of our public parks, playing fields, golf courses, tennis courts and municipal beaches. The rapid advance made in extending these facilities has by no means kept pace with the crowds that throng them throughout the Summer season. It is conservatively estimated

**With the increased leisure will come increased need for the provision of parks and open spaces.**



*Courtesy Wilmington, Delaware, Park Department*

**As laissez-faire retires from the field of industry, it must also disappear from the world of leisure. It is unthinkable that we shall go to the opposite extreme and build up a standardized scheme of recreation all must follow.**

hours of free time that are now becoming available to many thousands of people will greatly increase congestion in these public places and force many to seek diversion in less desirable ways. It is unfortunate that this enlarged need for public recreation comes at a time when local governments are so nearly bankrupt and when the universal demand for lower taxes makes it impracticable to build more spacious recreational facilities.

In the promotion of our extensive public works program as a means of relieving unemployment consideration should be given to the financing of suitably planned projects in the field of public recreation. Certainly many cities have greater need for field houses in their public parks than for new postoffices, and would profit more by properly constructed playing fields than by extending their system of paved highways. In the meantime much could be accomplished in the way of building up the morale of the people in this trying time by organizing a national program of public recreation following somewhat the pattern set during war days under the direction of the War Camp Community Service.

A strategic move of lasting benefit to the nation would be the expansion of the functions of the National Recovery Administration to include responsibility for guiding the people in the use of their new leisure. Such Federal recognition of the importance of this emergent problem would stimulate local communities to develop more adequately their recreational resources and would push forward by years the movement for public recreation.

#### Winter Recreation

Under pressure of the needs growing out of our expanding leisure, the present inadequacies of our public leisure-time programs are becoming much more evident. Traditionally Summer has been the season of play, and the provision of public recreational facilities has in a large measure been limited to outdoor equipment suitable for

that our municipal park acreage should be immediately doubled in order to meet the requirements of our urban population.

The additional

use only during the warm months. During the early stages of development of public recreation, when provision of such facilities was looked upon as a new and somewhat unwarranted extravagance, there was no widespread demand for a well-rounded recreational program covering all the seasons.

To a limited extent field houses and gymnasiums were constructed and park systems in certain cities made arrangements for outdoor Winter sports, but it was well known that only a small fraction of the people could be accommodated in this way. It was generally assumed that public recreation would occupy the stage during the Summer months and that commercial amusements would provide the needed diversions during the remainder of the year. With the growing popularity of outdoor games and sports there has been a greater insistence upon the lengthening of the playing season by providing facilities for sports through the Winter months.

The more progressive recreation departments of cities in the snow belt construct toboggan slides and chutes, close to traffic streets suitable for coasting, build high trestles for ski jumps and flood level areas for ice skating and hockey rinks.



Courtesy Board of Park Commissioners, Ft. Wayne, Ind.

In sections of the country where the Winter weather is less severe, tennis is made possible through the construction of concrete courts, golf is played on Winter greens, basketball courts are provided out of doors and vigorous games like football and soccer continue throughout most of the cold season.

The need for suitable indoor recreation during inclement weather is rapidly becoming more apparent as people have more time and energy for play. A much-needed advance will be the construction of more field houses in public parks and the opening of public school gymnasiums and swimming pools and auditoriums for the general use of the people after school hours. The movement to make such use of our school plants, which has long been retarded by official opposition and by half-hearted public support, will doubtless receive new impetus from the eager search for suitable leisure-time activities by increasing numbers of people.

#### State and National Parks

Nothing has been more remarkable in American recreation than the new interest in travel to

**The provision of recreation for winter as well as summer is a city's responsibility.**



remote places for the enjoyment of outdoor diversions. The recent widespread use of our state and national parks and forests ushers in a

new era of outdoor recreation. Automobile touring has become one of our major sports, easily ranking first in financial expenditures. Every week-end when the weather permits there is an exodus of city people to adjacent resorts and camping places where mountain-climbing, boating, swimming, fishing, hunting and similar diversions are available. So extraordinary has been the interest in this type of recreation that the congestion of the city is too often merely exchanged for the congestion of the lake shore or the mountain side.

With the coming of longer week-ends for larger numbers of people the present extent of open country parks is entirely inadequate. The new appreciation of the recreational value of our waterways and mountains and rough lands unsuitable for permanent habitation makes necessary the acquirement for public use of more extensive open spaces. Of great significance is the extended soil survey initiated by the State of New York for the purpose of restoring submarginal agricultural land to its former wild condition and preserving it permanently as a part of the State park and forest system. Such a policy inaugurated by all the States would go far toward solving the troublesome farm problem and would at the same time lay the foundation for an outdoor recreational system adequate for all our future needs.

#### Educational Possibilities

While the new leisure will be valued primarily because of the added opportunities for various kinds of diversions and amusements, we must not overlook the possibilities of using it also for educational purposes. The adult education movement in its efforts to teach English to immigrants, to remove the stigma of adult illiteracy, and to enable the unskilled to learn useful trades, has always been handicapped by the fact that those who most needed this type of education had the least leisure to devote to it. Now with the coming of shorter hours of work even to the lowest grades

But freedom to follow our free-time interests implies a wider range of facilities than the average individual is able to supply. Social planning and social control must go hand in hand as we build up the world of the future.

of employes, this old obstacle to adult education disappears and the time is ripe for progress in this direction.

This constructive use of leisure is furthered by the great increase in labor-saving machinery which lightens toil so that the workers are not worn out at the close of their hours of employment. It is of great significance that workers now have more energy as well as time for uses of their own choosing. Leisure need no longer be merely a period for regaining strength for another day's work, but can be readily devoted to activities that will increase capacity and skill.

We are to such a large degree unprepared to face the problems of greater leisure because the present generation has had so little training in its proper use. The demands of industry have been placed first in our scale of values. The schools of classic tradition have been replaced by institutions designed to train workers for jobs. Vocational education has taken the lead and we judge the effectiveness of our schools by the facility with which their graduates find employment in the economic world.

Any suggestion that our schools place training for hobbies on an equality with training for vocations does not meet with popular favor. We are impatient of the so-called frills of education which seek to broaden life and provide means for its enrichment. The National Education Association has called attention to the need for training for the wise use of leisure, but its public pronouncement has not yet brought about any extended change of policy in our public school system.

Very few of our public schools possess either the equipment or the personnel adequate for such a purpose. School grounds are too small for the playing of appropriate games, budgets make no proper provision for play supervisors, the curriculum is not built up with the needs of leisure-time instruction in mind, and when attempts are

made to correct the situation the public sharply criticizes this emphasis upon non-essentials.

#### Social Planning Imperative

The prodigal wasting of so much of our leisure in ill-advised ways is largely a result of our failure to develop a wide variety of interest. A generation that appreciates good books and has cultivated a taste for reading; that has sufficient training in music to be able to sing and play some musical instrument; that has a love for outdoor life and an appreciation of the beauties of nature; that has built up hobbies in different fields of activity such as gardening, mechanical arts, painting, architecture, collecting and the rest; that has early acquired skill in sports and games which can be enjoyed throughout adult years, and that has developed ease and facility in social relationships through wise direction in childhood and youth, will not be swept off its feet by the appeal of amusements of a low order. One of our important problems is the reorganization of our schools so that they may better prepare for leisure.

Since the culture of the past has in very considerable degree been a product of those who had leisure to think and work out their own ideas, we wonder whether this wider extension of leisure will result in an extraordinary step forward in our cultural development.

With leisure becoming the recognized birth-right of all conditions and classes of people, we can no longer afford to regard with indifference the nature of their pursuits. Our hit-and-miss methods of providing for the use of spare time are becoming more and more unsatisfactory. As laissez-faire retires from the field of industry, it must also disappear from the world of leisure. It is unthinkable that we shall go to the opposite extreme and build up a standardized scheme of recreation which all must follow. Regimentation in the field of leisure would run counter to its



There will be a demand in the future for more game facilities and playing fields.

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# Problems of the Adolescent

THE EMOTIONAL needs that motivate the behavior of adolescents are similar to those which motivate children and adults. The only differences between them and the other groups are biological and physical. The behavior pattern is the result of the effort the individual makes to adjust his biological equipment (general physical health and intelligence) to his environment, in an attempt to satisfy two fundamental human needs: 1, the ego need (to put oneself across) and 2, the libidinal need (the necessity for feeling that somewhere each person is loved). The psychologist tries to discover how these needs are being satisfied.

During adolescence the whole endocrine system is in upheaval as a result of which there is usually a more emotional reaction to situations. Environmentally boys and girls of this age do not know where they belong, whether with the children or the adults. In addition to this, their parents frequently do not know whether or not they want them to remain children. Furthermore, adolescents are frustrated by a social order which does not seem to need them. Many are ready for jobs, but there are no jobs for them. This forces them to revert to the childhood pattern, as it makes them economically dependent upon the family. It might be helpful to give these people the feeling that the community really needs them. An added difficulty is the fact that parents make decisions regarding their children's choice of vocation.

The public schools contribute difficulties on the ego side to frustrate adolescents by setting up an atmosphere of cutthroat proficiency similar to that of industry, when they have children working for marks rather than interests. They then go out and value jobs in terms of wages rather than looking for opportunities that are creative and challenging to their personalities.

The social status of the adolescent is difficult to de-

By CAROLINE B. ZACHRY  
New School for Social Research

fine as he usually becomes very much attached to an individual for whom he cares so much that he always feels inferior, or

becomes too dependent on this person or upon his family and remains infantile. Those young people who seem most sure of themselves are usually most uncertain of themselves and their decisions. Even though we, as adults, do not feel certain about making decisions, we should feel free to discuss things with them frankly. In order to give the adolescent a sense of security in the future, he should be thrown in with adults who can face change.

Every community should use its young people in activities which have intrinsic value. They should be shown the reason for the activity and made to feel they want to carry it on because they love it, whether or not there may be an extrinsic reward. They should then be helped to make adjustments in mature situations and to value normal contacts with other human beings; to be able to face frankly the changes in sex behavior and sex ethics that seem to be taking place. Their activities should be carried on in groups of boys and girls, with as little segregation of the sexes as possible.

It is frequently helpful to treat these troubles by making home studies. In other instances, when the symptoms are recognizable from former experiences, they can be treated merely for these things. Introspective people should be given activities along creative lines. The process should be gradual so that the person's confidence can be gained. Destructive people should be given constructive work. The "show-off" should be given attention and legitimate commendation. To do this properly, the home conditions of the individual must be known.

These are days when the adolescent desperately needs sympathy and understanding. Some of the things adults should know in order to give effective help to youth in its problems were discussed at the Hudson Guild Conference held on September 22nd and 23rd. Light is thrown on the subject by Dr. Zachry's address, presented here, and in the paper by Dr. Thayer which follows.

"I am convinced from the parade that has passed before me that the solution of crime lies in finding wholesome activity for the leisure hours of adolescents."  
—Judge A. J. Murphy.

# Educational Opportunities of the Adolescent

By V. T. THAYER  
Ethical Culture School  
New York City

"What we shall do with our leisure time and how we can prepare our people to capitalize it is, in my humble opinion, the greatest question before America today. How we will use our leisure in the future will be a much more important question to society than how we work. Our leisure will express the real ideals, personal and social habits of the nation." Marvin S. Pittman, Ph.D., in *The Journal of Health and Physical Education*.

THE ADOLESCENT of today was born during the period of 1914-20, a time of wholesale slaughter in an attempt to provide harmony through self-expression and self-determination. Out of this there developed a social idealism which became dissipated into extravagance, speculation, cynicism and political corruption. Because of these conditions, the adolescent merits sympathy, understanding and patience. Education has not been very much concerned with him. It has been playing safe by being scientific and stressing scrutiny of the curriculum and behavioristic psychology. Afraid of the social implications of teaching, the "hands off" policy has been developed. At the same time there has developed an organic conception of child nature, together with a realization that children cannot be molded like putty.

What the child becomes depends upon the development of his interests, of the situations in which he finds himself, and of what he manufactures out of his environment. Leadership, then, is not the imposing of the adult's will on the child but is a matter of so identifying oneself with the people with whom one is associated that one senses their interests and desires and gives direction. They then move along of their own accord, in better ways. This is the organic conception of education.

In order to approach the subject properly, we must consider all the influences playing upon the individual. The demand to make good economically impinges upon the adolescent all the time, yet to have him grow up healthy we have had to take him out of the economic process. As a result, this

thing which is so important is really a remote process to him. He does not see the relationship between the things which are important to him and the world of adults, and this develops in him a sense of insecurity.

The second thing operating toward failure in the life of the young is the lack of abiding relationships with adults who are master craftsmen. Consequently their interests always remain superficial. In addition, there is a lack of old-time neighborliness and giving of service, and a confusion of standards from the earliest years of their life. Antagonism and conflict are sure to develop from this.

These very things are educational opportunities because they must be dealt with constructively. The basis for the possibilities of the adolescent is laid when he first comes into contact with the school. The school must help the parent to see the common things in which parents and children can engage. Therefore arts and crafts must be moved from the school into the home. In former years children got an insight into parent activities by engaging in handicrafts so that by the time the child reached adolescence he had certain interests which he considered important. These are the things which the school and settlement must take hold of when helping the child to establish his interest. If the opportunities to use the child's interests are found, he will expand and develop.

The child must sense the connection between his interests and the things adults consider important. Hobby classes may be used as a means

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# February Party Suggestions

**As February speeds gayly by, seize the festive opportunities it has to offer!**

No month in the entire year offers such delightful possibilities for parties as does February, the shortest month, in which occur two patriotic holidays and the day devoted to the memory of St. Valentine, that serious minded Roman priest martyred in the third century, who would undoubtedly look with amazement upon the frivolities which have come to be associated with his name!

## Games for a Valentine Party

**Love Is Blind.** The boys and girls sit opposite each other some distance apart. The first man is blindfolded. The leader brings a girl from the opposite side to shake hands with the "blind man." He is requested to say: "How do you do?" and the girl is told to reply but is privileged to disguise her voice. If the man fails to guess correctly, he must pay a forfeit but if he guesses correctly, the girl is blindfolded and a man is ushered up to shake hands with her and the game is continued.

**Hearts Up.** The girls and men sit alternately about a long table, the group being divided into two teams; one team sits on one side of the table and the other group on the other side. Each player is given six beans for counters. A small cardboard heart is given one of the teams. All players on the team which was given the heart put their hands underneath the table while the captain or leader gives the heart to one of the players on his team. "Hearts up" is called by the leader of the other side. All players on the playing side hold up their doubled fists until the leader of the opposing side calls "Hearts down." The hands are then placed palms down on the table. The opponents try to guess who has the heart. The first person at one end of the table has

the first guess. If he fails he gives a counter to the leader of the opposing side. Then the next person tries his luck. The guessing continues until the heart is found, each losing player forfeiting a counter. The heart is then handed to the opposite side and the game continues. The side gaining all the counters wins.

**Unlock the Heart.** A large red cambric heart with an imitation keyhole drawn on it is hung against the wall. Gold pasteboard keys are made and distributed to the guests, who blindfolded take turns in trying to find the keyhole. The person who comes nearest unlocking the heart receives a little award, possibly a little jewel box with a tiny key to lock it.

**Trampled Hearts.** Players are divided into groups and are in file formation. Two large cardboard hearts are given the first person in each file. On the signal to start, No. 1 places one of the hearts on the floor, holding on to it by the end. He then steps on it with one foot keeping the other on the starting line. Then he places the second heart on the floor in front and on the side of the first heart so that he is able to take a step. He then takes his foot from the starting line and places it on the second heart. Now he lifts his foot and heart and places it in front and to the side of the second and takes another step. Each time he must step on the heart and not on the floor. If he steps on the floor he must start from the beginning. As soon as he has gotten to the finish mark which is about fifteen feet from the starting line, he picks up both hearts, runs back, gives the hearts to Number 2 who goes through the same process and then goes to the end of the line. This continues until all players are back to their original positions.

**Funny Face.** Select one of the large funny penny valen-

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**"Perhaps Valentine's Day, more than any other holiday retains the spirit of the original rites and festivals. Hang up your cardboard hearts and festoon your colored crepe paper! Pan hides beneath each gay trifle and Juno smiles on the party! The shades of those Roman youths and maidens linger about, warming themselves at your feast, while good St. Valentine, no doubt, looks on with consternation and embarrassment."**

# How to Produce a Play

By JACK STUART KNAPP  
National Recreation Association

A BRIEF ARTICLE on theatre make-up is a brave, perhaps even foolhardy, undertaking. The subject is so vast, there are so many millions of faces that may appear upon the stage. Here we will undertake to give only the very fundamental principals of this intricate but fascinating art. Like all existing books on make-up, we shall be handicapped by having to mention many brands of make-up, each with a different method of application, instead of selecting one and giving to the fullest the methods of using it. However, we will leave it to the individual to select his favorite brand of make-up, and then by further study and practice develop his skill in its use.

There are two fundamental uses of make-up; to look like oneself, and to look like someone else. The make-up used to look like oneself is called a "straight" make-up. The make-up used to look like someone else is called "character" make-up. Character make-up is of more importance to the amateur than the professional. The professional has the advantage of not being personally acquainted with his audience, but the amateur is appearing before his friends and neighbors. If John Jones steps upon the stage looking like John Jones, many in the audience will say, "Why

Some of the processes involved in making an actor look like himself or like somebody else.

there's John Jones, I spoke to him upon the street today." John Jones will have trouble getting away from himself. But if he can change his appearance in some way the audience finds it easier to forget John Jones and to see only the character in the play. Many productions are ruined by poor make-up. A high school boy playing grandfather, while still looking like a high school boy, is working against a handicap that the most skilled actor could not overcome.

Each actor makes himself up, having been taught before the performance how to do so by the make-up director. The actor makes up a few days before the play, and tests the make-up on the stage under the lights which are going to be used in the production. Some one in the house advises him, "your rouge is too strong (or not strong enough); your wrinkles are too heavy (or not heavy enough)." The amount of make-up used depends entirely upon the stage lighting. Better too little make-up, than too much. The purpose of all make-up is to appear natural.

The following outlines show what make-up to use for various "straight" and "character" make-ups, the order and method of application.

## FEMININE STRAIGHT MAKE-UP

Max Factor's Theatre Make-up

Stein's, Miner's, Leichner's, and Other Stick Grease Paints

### First

Wash the face with soap and water and dry thoroughly.

### Second

Squeeze a quarter inch of grease paint out of tube and stipple over the face. Moisten the hands in water and spread the grease paint thinly and smoothly over the face. Use grease paint No. 1½ for blondes, No. 2 for brownettes, and No. 4½ for brunettes.

Take the grease paint stick and apply a streak across the forehead, down the center of the nose, down each cheek and across the chin. Spread the paint evenly and thinly over the face. Be sure to use the proper amount, as too little makes the face appear patchy and too much makes it appear muddy. Use light pink for blondes, dark pink for brunettes.

## Max Factor's Theatre Make-up

## Stein's, Miner's, Leichner's, and Other Stick Grease Paints

**Third**

Apply eye shadow to upper eyelid, covering the lid first then blending it lightly up into the eyebrow and shading it out carefully beyond the outer corner of the eye. Liners are used for eye shadow, gray for gray eyes, blue for blue eyes, brown for brown eyes, etc.

**Fourth**

With a blending brush (small flat tipped Camel's hair brush) and moist rouge, paint the lips carefully. As a rule follow the natural line of the lips, although they can be made fuller, thinner, or straighter, as desired. For blondes and brownettes use moist rouge No. 1; for brunettes, moist rouge No. 2.

**Fifth**

Apply under rouge to the cheeks blending it out very carefully. Rouge prominent parts of cheeks, and avoid hollows. Each face must be studied and rouged individually. Use under rouge No. 2 for blondes, No. 4 for brownettes, and No. 3 for brunettes.

**Sixth**

With a derma pencil sketch a thin line below the lower eyelashes and very close to them, then with the little finger gently smudge the outer edge of the line so that it is not harsh. With the derma pencil, and using short, hairlike strokes, darken the eyebrows, shaping them as desired. Use the brown derma pencil for blondes and brownettes, the black derma pencil for extreme brunettes.

**Seventh**

Powder, patting on plenty of powder with the powder puff. Pat, do not rub. Brush off surplus with powder brush. Use powder No. 2 for blondes and powder No. 7-R for brownettes and brunettes.

**Eighth**

Brush lashes with black masque, brushing the upper lash up and the lower lashes down.

**Ninth**

Dust technicolor dry rouge lightly over places where under rouge has been applied.

## MASCULINE STRAIGHT MAKE-UP

**First**

Wash face with soap and water and dry thoroughly.

**Second**

Apply grease paint 6-A for blondes and 7 for brunettes, in same manner as feminine straight make-up.

**Third**

Apply eye shadow.

**Fourth**

Apply moist rouge Number 3 to lips with blending brush.

**Fifth**

Using derma pencil, make up eyes and eyebrows in same manner as feminine straight make-up.

Same.

Apply wet rouge to the cheeks and blend it out carefully. Each face must be studied individually and the rouge applied according to the contours. The rouge is placed on the more prominent part of the face, never in the shadows. Use light wet rouge for blondes, and medium for brunettes.

Powder well, using a light pink shade of powder. Be sure to remove all excess powder.

Do same, using a tooth pick or artists' stomp, and brown or black liner.

Apply wet rouge to lips, shaping them as desired. Use light wet rouge for blondes and medium wet rouge for brunettes.

Do same, using a mascara.

Dust Number 18 dry rouge lightly over places where wet rouge has been applied.

Apply cold cream, remove surplus, leaving thin film of cream on the face.

Apply juvenile hero shade of grease paint, in same manner as feminine straight make-up.

Apply eye shadow.

Apply wet rouge to cheeks, starting at temple and blending down the side of cheeks into jaw. Use dark wet rouge and use sparingly.

Powder well, using a juvenile flesh powder.

## Max Factor's Theatre Make-up

## Stein's, Miner's, Leichner's, and Other Stick Grease Paints

**Sixth**

Powder well, using powder 7-R. Powder in same manner as feminine straight make-up.

Make up eyes and eyebrows, using black or brown liner and a tooth pick or artists' stomp, as for feminine straight make-up.

Brush lashes with black masque.

**Seventh**

Apply dark wet rouge sparingly to the lips.

**Eighth**

Dust raspberry dry rouge over the cheeks, starting at the temples and running down into the jaw.

Apply black mascara to the eyelashes.

## OLD AGE MAKE-UP

(Same for men and women as difference in features makes difference in character)

**First**

Wash face with soap and water and dry thoroughly.

Apply cold cream, remove surplus leaving thin film of cream on face.

**Second**

Apply grease paint as in previous make-ups, using grease paint No. 5½.

Apply grease paint as in previous make-ups, using old age grease paint.

**Third**

Using the brown liner, paint shadows about the eye sockets, in the temples, in the hollows of the cheeks, beneath the lower lip, and shadow lightly the faint depression usually found across the forehead. Blend the shadows carefully.

Do same, using brown or gray liners.

**Fourth**

Highlight any features that should be made more prominent, such as nose, cheek bones and chin, by painting with a light shade of grease paint Number 2 or 4½ make effective highlights. Blend highlights carefully into make-up.

Do same, using a white liner or very pale juvenile grease paint.

**Fifth**

Sketch in lines and wrinkles with brown derma pencil, following the natural lines in the face, or changing the lines if the characterization demands it.

Do same with brown or dark crimson liner and a toothpick or artists' stomp.

**Sixth**

Highlight each wrinkle by sketching along side of it another line in the same shade of light grease paint used in highlighting the features. Blend highlight and soften wrinkles by rubbing gently with little finger.

Do same with white liner or very pale juvenile grease paint.

**Seventh**

Brush the eyelashes and eyebrows with white liner and gray them.

Same

**Eighth**

Powder with No. 2 or white powder.

Same

**Ninth**

Gray or whiten hair by powdering with corn starch, or by using Max Factor's liquid hair whitener.

Same.

## Other Make-Up Suggestions

**Middle Age Make-Up.** Middle age is merely a compromise between youth and age. Use same grease paints as for straight make-up, shadow very lightly, paint in a few wrinkles, not too strongly, and gray hair only at temples. Make up eyes and lips as for straight make-up, and use very little rouge upon the face, rather low down upon the cheeks.

**Beards.** Beards, mustaches, sideburns, etc., are made of crepe hair, which is applied to the face with spirit gum. Prepare the crepe hair by combing out a quantity, soaking it in water, and drying it to straighten out the kinks. Comb the hair well. Apply spirit gum in a thin film to the face where the hair naturally grows. Take whisps of the crepe hair and apply the ends to the gummed

(Continued on page 542)

# The Evolution of a Parents' Orchestra

Five years ago when the Buxton Country Day School was established I took over the directorship of the music and rhythms department. At about that time I read an article by Professor Church in the *Progressive Education Magazine* called "Training Music Through Music." In this article Professor Church described his work at the Horace Mann School and told how real orchestral instruments were put in the hands of children who were taught how to play—let us say—a beginning "A" on their various instruments, and thus proceeded, with the aid of a piano which carried the air, to embark on their first venture as an orchestra. I was fascinated by the article, but felt that this was a project with which I could not cope.

Two years later I accepted the position of instructor in rhythms at the summer demonstration school at Teachers College. While there I had the opportunity of seeing Professor Church's ideas very completely demonstrated. I was extremely interested, and that summer and the next spent all of the time when I was not teaching studying the technique of handling a beginner's orchestra and taking part in a similar adult organization. I went back to school eager to start an orchestra in my seventh, eighth and ninth grades. The first year I was asked not to attempt it on account of the financial demands it would make. But the second year I could put it off no longer and finally found a parent who was sufficiently interested to loan me \$200 with which to buy as many necessary second-hand instruments as possible. I asked the children to purchase the violin and viola outfits, which were very inexpensive. The string bass nearly swamped us; it cost \$90! But we found good and inexpensive flutes and clarinets, and good bargains in second-hand French horns, trumpets and trombones. Cellos were fair at \$30. These instruments made up our

By THEODORA PERRINE  
Director of Music and Rhythm  
Buxton Country Day School  
Short Hills, New Jersey

orchestra. We paid for as much as we could with the \$200 and got credit for the rest.

We rented the instruments to the children for \$5 a half year—that rent to be applied on the

purchase if the children wished later to own their own instruments. A number of clarinets, several flutes, trombones and trumpets were bought. At the end of the season we gave a concert and charged admission. And by the close of the school year we had paid off all our indebtedness.

Things were going smoothly, but I found that I was up against a wholly unexpected problem. The children quite frequently reported that their mother or their father, as the case might be, objected to their practicing at home. They wanted to listen to the radio, or they were tired, or they didn't like the sound. Well—for that matter—neither did we! But the children and I had faith in a happier future!

We already had several parent activities at Buxton—a shop class, a dramatic group, a French class and a mothers' rhythm class. And so it occurred to me that if the parents were struggling with squeaking violins and shrieking clarinets themselves they might be more sympathetic with the struggles of their offspring! Also, I thought, how wonderful it would be for the family to have some ensemble playing; how altogether good from every angle! So we added the orchestra as a possible activity for Buxton parents.

At first I had a desperate time trying to sell the idea to the parents. They were intrigued but terrified. "Why, I can even read a note of music!" most of them said, while some admitted distant but happily forgotten piano lessons. One or two had played violin a little in college. We had a tea one Sunday afternoon and had the instruments displayed as temptingly as possible. And by dint of much pleading and exhorting I finally succeeded in signing up some eight or ten people who agreed to try

One of the most impressive developments in the schools of America has been the instruction of many thousands of children in the playing of orchestral instruments. Miss Perrine's article describes an outcome of such instruction which must be interesting to recreation leaders as well as to school music teachers.

out the idea. When the parents assembled I asked them to make a choice as to the instruments they wished to try, and then divided them into three sections—string, brass and wood wind. Miss Roos, who played for me at Columbia and studied the brasses there, took the brasses in one room; Miss Dvorak, who had just begun her work as the children's violin teacher, took the strings in another. I had the wood winds in a third room. We worked in sections for about three-quarters of an hour and then came together and did our worst, and best!

One of the parents, who is a well educated musician, played the piano for us. Miss Roos and Miss Dvorak worked with the brasses and strings and I led the ensemble through the simple early numbers of the Church-Dykema Series.

The parents were quite astonished and thrilled when they found that they were really playing together and that while it might not be music that they were producing, yet there was some semblance to a tune and harmony.

The next week a wife brought her husband (protesting violently and with a *Saturday Evening Post* tucked under his arm). "I came because my wife makes me, but I can't read a note of music and I can't carry a tune," said our future string bass player of whom we are inordinately proud.

That was the beginning of our parents' orchestra. They have worked with enthusiasm and come faithfully to rehearsals. Some outsiders and more parents have joined. The new members include three good violinists and a good cellist. Our organization now numbers about thirty and comprises the following instruments:

6 first violins	3 clarinets
6 second violins	2 trumpets
4 violas	1 French horn
2 cellos	1 trombone
1 bass	2 pianists (who alternate)
2 flutes	1 tympani (borrowed!)

We are nearing the end of our second season. We meet every Monday evening and for the past two months on Thursdays also, for we are preparing to play selections from "The Mikado" as an overture to the opera which the children are to give later.

We have used the two Church-Dykema Series, the first of the stock programs for school orchestras, and just now we are working on simple arrangements of Bach and Handel dance forms. Last year also we played selections from "The Gondoliers" when the children gave that Gilbert

and Sullivan opera. We hope so much to have improved this year at least a little over that performance.

There seems to me to be several valuable points about the adult orchestra. For one thing, it does make the parents much more vitally interested in and sympathetic with the children's efforts. Best of all, it has started many small family ensembles. There are several families now where every member plays some instrument, families where music had little or no place before. This seems to me of the deepest importance both for the family life itself and for the future of music in America. Several families often meet together on Sundays also and seem to get a great deal of pleasure from playing together. Then also the "tired" business man or woman who perhaps had a longing toward some form of self-expression finds in the orchestra a real relief from the cares and worries of these recent depression years.

In the beginning a very few of the parents had several private violin lessons. But for the most part they have had only the instruction that we were able to give them in class or that they were able to dig out for themselves, or get from their children.

This last year the parents have bought their own music and most of them have provided their own instruments, for we found that many complications occurred when the parents depended entirely upon the children's equipment. This year also a fee has been charged to those playing in the orchestra. But this was done to raise money for the school and as our contribution toward reducing the deficit.

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"Creativeness and intelligence are not the possession of a special class, and if wholeness is ever to be found within an industrial civilization it will be through means which will allow all persons, within the limits of their capacities, to share in the achievements of beauty and wisdom. How is this to be brought about? There is, it seems to me, but one answer—namely through the creative use of leisure time. Our machines can at least give us this: they can make it possible for workers to spend less time at necessary labor and more in the free pursuit of leisure. The present task of educators and social strategists is to construct an environment within the industrial civilization in which the hours of leisure may take on new meanings." *E. C. Lindeman*, in a report of the Art Workshop.

# Palo Alto's Community Playhouse



**By BEATRICE ARLINE JONES**

**Director of Publicity**

**Palo Alto Community Players**

MANY HOURS of pleasure and relaxation are in store for citizens of Palo Alto and surrounding communities who are already enjoying the fuller leisure in their new civic playhouse in the heart of the city's residential district. After months of study into little theater buildings and requirements, the architects, Birge M. Clark and David B. Clark, presented their drawings to the City Council of Palo Alto. Local contractors and laborers donated two days' work a week out of the five, and the building was completed early last July, a monument to community spirit and generosity.

All of the city's artistic and cultural activities are benefiting by the theater, the gift of Mrs. Louis Stern, a resident. Under the jurisdiction of the Community Center Commission, a branch of the city government, the building is available for music and dance recitals and for dramatic events such as light opera, plays, dramatic readings, lectures and forums.

The auditorium seats 428 people in fully upholstered seats, two inches wider and providing three inches more knee space than those of the average commercial theatre. The stage, with its proscenium arch 26 feet wide and 13 feet high, is 35 feet deep and 60 feet wide, larger than most of the commercial stages in San Francisco. Equipped with the most up-to-date stage devices, the theater is a joy to every technician.

The workshop is a two-story room amply lighted by two enormous windows on the north and east. On two floors adjoining the workshop are the dressing-rooms. Under an arcade on the south side of the theater are exterior entrances

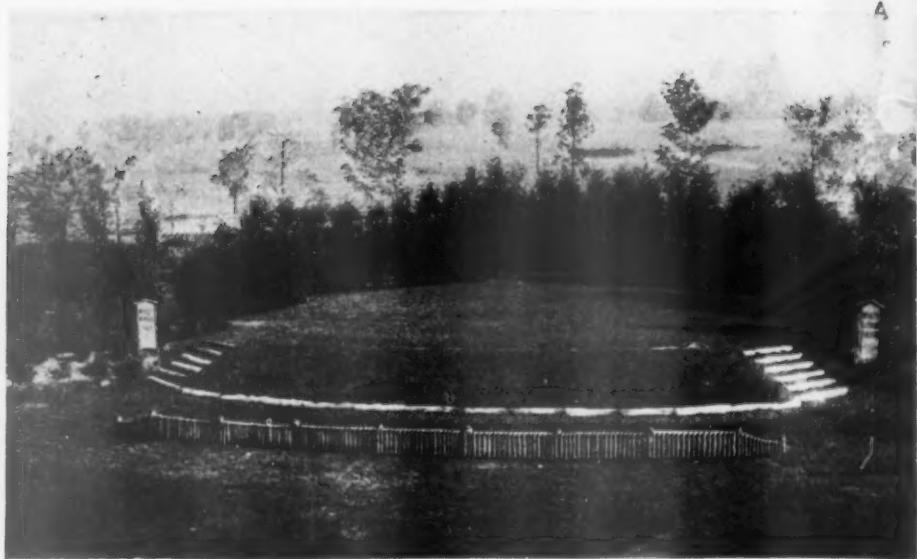
to the costume room, the green room, the director's office, rest rooms and check room. Charm and simplicity of style are found in the foyer, which is designed to serve as an art gallery where local and traveling exhibits may be hung. Over the hand-hewn beam ceiling of the foyer are several rooms which will be used for rehearsals and classrooms for the School of the Theater.

It was auspicious that to the Palo Alto Community Players, whose activities will be most prominent in the new building, fell the honor of opening the theater with "Grumpy," a three-act play by Horace Hodges and T. Wigney Percyval. Dr. James Graham Sharp, San Francisco professional man and Palo Alto city father, played the title role in the production which was directed by Ralph Emerson Welles and dedicated to Mrs. Louis Stern.

In June, 1931, the Palo Alto Recreation Department organized the Community Players. During the first year twenty-five programs of three one-act plays each and ten full-length plays were produced in the Community House upon a most inadequate stage and with make-shift facilities. Deep interest, hard work and ceaseless activity brought the organization through the next year with money in the bank. Then came Mrs. Stern's gift to the city, a "house-of-dreams-come-true" for the Players as well as for other cultural or-

*(Continued on page 543)*

# World at Play



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## Community Building Reopened

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community recreation director since last May, the citizens of Sycamore, Illinois, have reopened the building and revived their recreation program to the extent of providing a full time recreation man and a woman assistant. As a result of a post-card canvass of the recreational interests of the people, 80 per cent of the returns expressed a desire that the building be reopened and the program continued. Accordingly, a new recreation committee of eight was selected and over 1,800 in memberships secured. Revenues from activities in the building will provide a budget of approximately \$3,500.

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## A Little Theater in Toledo

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is now in the hands of a bank for debt. Mr. M. W. Green, Superintendent of Recreation, secured the use of this building by agreeing to put it in condition and keep it in repair. This he has done through the use of relief labor. A man has been employed to organize and conduct groups in the history of the theatre, production, costume designing, make-up, and scenery building. About two hundred members have joined the group and a citizens' committee is in charge. Two productions for which a charge was made have been given, and

A F T E R having its community building closed and being without a full time com-

there have been six free evenings of one act plays. It is hoped that eventually the city will purchase the property.

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## Outdoor Theaters At Flint

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L A S T summer the citizens of Flint, Michigan, found much pleasure in three beautiful outdoor theaters erected in suitable settings in parks throughout the city. The theaters, planned by J. D. McCallum, landscape architect on the park staff, were built by relief labor. The theater at Whaley Park, typical of all, consists of a grass stage 55 feet wide, 35 feet deep and raised 3½ feet from the level. The semi-circle of the stage has a thick background of trees with three hidden entrances on each side. These admit the performers from large circular spaces on each side of the stage in which the actors may wait hidden from the audience by thick plantings. Flood lights are located in trees and equipment for footlights is built at the front of the stage. Below the grassed terrace on the front of the stage and four feet below the stage level is an orchestra pit separated from the audience by a rustic fence. From this point the ground slopes upward gradually providing room for an audience of from five to six thousand people.

One evening each week during the past summer an entertainment was given in these theaters by groups from the playgrounds. The program consisted of singing, instrumental music and short dramatic skits. Local adult drama groups presented a number of plays during the summer.

**A Record in Volunteer Service**—From the State Hospital of Lincoln, Nebraska, comes the story of a man who for fifty-three years has served as volunteer leader of the hospital's orchestra. Walter Seidel began playing at the hospital in 1880 and has been present every Friday night since with the exception of one night when he was out of town. He plays the violin and calls. When he began calling the hospital was small and there were only two sets or sixteen people. Now there are from 15 to 18 sets or 120 to 144 people on the floor at each dance. There were three in the orchestra when Mr. Seidel began; now there are on an average of six. Mr. Seidel, who has been a farmer in the vicinity of Lincoln all his life, is now eighty-two years of age. Besides playing at the hospital he played in the earlier days for dances all around the countryside.

The patients enjoy the dances greatly and the activity in the opinion of Dr. D. G. Griffiths, Superintendent of the hospital, has in many cases been a great help in their recovery.

**New Recreation Facilities in New Hampshire**—New Hampshire this winter has thirty-five miles of new skiing trails most of which provide facilities for beginners on skis, for individuals in the advanced class and those rated as intermediates. A winter sport center has been established at the Forest Lake bathing beach project near Whitefield with three ski runs, a bobsled run, skating and other sports. Next summer there will be five large public bathing and picnic centers, two of which were partially opened last year. There is a strong possibility that at least two more and possibly three more large swimming centers will be acquired within the next few months. None of these new bathing centers will have a beach less than 1,000 feet and most of them will have a beach length much beyond that figure. Everyone of them will have a large picnic grove attached. In addition to the state centers, two local centers are in process of development—in Laconia at Opeechee Park and at Hanover where a new lake is being created by damming a valley.

**Municipal Camp for Wandering Youths**—The Los Angeles, California, municipal boys' camp in Griffith Park has been opened for the benefit of wandering youths whose presence in large numbers presented a social and economic problem to state, county and city authorities. The

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boys will be assigned to the camp by the State Emergency Relief Administration Transient Service which will meet the cost of operating the camp and of feeding, clothing and supervising the boys. The same organization will pay for necessary improvements to housing facilities, dining room and recreation buildings to meet the requirements of the new use of the camp. The Playground and Recreation Department will operate the camp and will provide useful work projects and a program of character and health building recreation.

**Allentown Receives Beautiful Estate**—The will of General Harry C. Trexler of Allentown, Pennsylvania, has bequeathed Springwood Park, his beautiful country estate, to the city together with \$250,000 for upkeep. General Trexler's 3,000 acre game preserve has been left to Lehigh County with \$100,000 provided for maintenance. A quarter of the income from the Trexler estate is given Allentown for the maintenance of its park system. In addition, the will provides through a trust fund for maintaining in perpetuity the annual celebration of Romper Day for the children of the playgrounds. Civic and charitable organizations were remembered in the will, and with a vision to changing conditions General Trexler prescribed that his trustees should use the income of half the estate in such ways "as in their discretion shall be to the most benefit of humanity," limiting them, however, as to locality, namely, the City of Allentown and the County of Lehigh.

**Dangers in Roller Skating**—The National Bureau of Casualty and Surety Underwriters has pointed out the dangers of roller skating as shown in a study made in twenty American cities. Accidents are said to have increased five-fold in St. Louis. Cleveland has reported nineteen accidents

and one death, and Detroit 122 mishaps. In Baltimore there have been ninety accidents and three deaths as against twenty-seven accidents and no fatalities a year ago. As a remedy the Bureau recommends the passage of local legislation prohibiting skaters from using main streets and highways and from skating in business districts. It further suggests as compensatory measures that adaptable sections of parks be turned over to the skaters, the public school playgrounds be made available or that streets in residential districts be roped off for the skaters.

**The Denver Leisure Time Council**—The Denver Leisure Time Council is a cooperating and coordinating plan by which neighborhood groups, churches, schools, municipal departments, the community chest and other organizations may join in meeting the problem of unoccupied leisure time. Its purpose is "to help communities to organize and promote programs of recreation and entertainment that are wholesome and happy; to encourage family recreation and home play and to offer every individual opportunities for purposeful and happy recreation." Individuals and groups are cooperating by volunteering leadership for meetings and parties and by various forms of personal entertainment, by the organization and direction of clubs, by personal service as leaders and officials, by donating facilities and equipment, and by promoting neighborhood recreation and entertainment programs. Committees of the Council operating are Publicity and Leadership, Coordination and Cooperation, Entertainment Programs, Home and Community Recreation, and Community Centers and Clubs.

**New Playgrounds Dedicated in New York City**—Recently three new playgrounds have been dedicated in New York City. One of them has been called the Lionel Sutro Playground. The other two, located in congested districts of the East Side, have been named in honor of Sophie Irene Loeb, who made so outstanding a contribution to child welfare, and of Dr. Luther Halsey Gulick, the first president of the National Recreation Association. Officials of the Park Department and representatives of civic organizations made addresses, and there were appropriate ceremonies.

**Cedar Rapids' Friendly Club**—The Cedar Rapids, Iowa, Playground Commission has or-

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ganized a Friendly Club open to all adults, especially those who are strangers in the city. The purpose is to provide one evening a week for adults to meet in friendly fellowship and to enjoy programs of music, drama, social recreation and group singing.

**Dubuque's Community Center**—The Recreation Board of Dubuque, Iowa, maintains a community center in a school located in one of the poor sections of the city. Basement rooms and three large classrooms are used and the building is open every day from 4:00 to 10:30 P. M. Playground directors are operating this center on a volunteer basis, two being assigned to the center each night.

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### Leisure Time and Education Opportunities and Needs

(Continued from page 500)

more than to be directed to a street and number. Also, the various agencies serving the educational processes themselves increasingly wish to know how to correlate their efforts in the light of a larger community program. There are also in-

dividuals and groups who wish to initiate new enterprises in adult education. Such individuals and groups need the kind of advice and assistance that can best be given by those who have a comprehensive knowledge both of the community set-up and of the possibilities that lie open to new effort. This center, then, should be not only a place where information is gathered and dispensed, but where opportunity is given for widest discussion and correlation of the community's educational plans and objectives.

Excellent as the present opportunities are, however, and widely as their present facilities may be made to cover our immediate demands, there will be the need for the kind of expansion which ventures into new fields. That has been mentioned several times today. Apparently it is much needed.

#### Outstanding Needs

One of the outstanding needs, no doubt, will be for the development of a greater degree of active-mindedness in people. The easy tendency to sit and listen, or to sit and look, will doubtless have to be re-directed in ways that make the individuals active contributors to the educative process.

## NIRA and Sport

**W**E ARE in the midst of a movement for lengthening the play time of the nation. It is not an organized movement. It is simply an unavoidable corollary of the great industrial experiment on which we are entering under the National Industrial Recovery Act. In the past the people have eagerly appropriated every new increment of leisure time. They immediately took possession of the Saturday half-holiday and capitalized it for sport. They went touring on two wheels, just as now, with a full day off at the end of the week, they go abroad on four wheels. Persons more or less able to control their own time manage now to encompass a Friday to Monday "week-end" every little while in summer time. The *Herald's* report that 350,000 were at Revere Beach Sunday, and 250,000 at Nantasket is an indication of what we may expect frequently when the 40-hour work week becomes general.

It is a fair question whether the administrators of NIRA should not include facilities for recreation in their programs of public works. The demand for play and sport facilities now exceeds the supply. Witness the line that forms at day-break for tennis at Franklin park, the constant multiplication of golf clubs, the after-hours ball games that only darkness stops on the Common, the avidity with which both youngsters and oldsters take possession of every convenient beach. Similar conditions prevail throughout the country. Every new hour of leisure will produce increased competition for the use of facilities.

—Courtesy of *The Boston Herald*, August 1.

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This will doubtless necessitate the formation of smaller, more informal groups, the development of secondary leaders, the organization of neighborhood centers, particularly the organization of groups where older members will feel free to be active participants. There will be value in the use of radio in this active-minded way.

There will be the need for a less forbidding academicism. Physical environments will need to be created that will have the atmosphere of the living room rather than of the classroom. The rigor of accurate thinking in no wise need be lessened by such hostages paid to comfort and informality. Hard thinking can be done around a fireplace as surely as in the forbidding presence of a row of blackboards. In brief, if adult education is to become the great force in our con-

temporary life which is written in its destiny, it must do so by being a keen pleasure rather than a doleful compulsion.

And so we can visualize the contribution which adult education can make to our leisure life. It has long been established among us that there are few, if any, keener delights than learning to know. Man ignorant is either a poor, bewildered creature, ill at ease and unwitting of his way, or he is a contented animal. There is something in his destiny which ever urges him beyond ignorance. Today, in the midst of our complexities and our vast opportunities, the urge is more insistent than ever. Now at last we enter upon this new phase of our history, the phase in which learning is to be made continuous with life, the phase in which, as adults, we seek the truth because we know that the truth can make us free to live the only life that is genuinely worth the living.

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## The Leisure Services of Museums

(Continued from page 506)

astronomy. Six years ago, under the leadership of Dr. Clyde Fisher, Curator of Astronomy in the American Museum, the Amateur Astronomers Association was organized. The only requirement for membership is an interest in the universe and the payment of a small fee. The association has a membership of about 600 and holds two meetings monthly except during the summer, with an average attendance of 250. For more than six years now, this large group of people has continued as a vigorous, enthusiastic and effective organization making pleasurable use of leisure time. The offspring of this association have been several small classes (one in telescope making) conducted by individual members of the association. The grandchild is the Junior Astronomy Club, composed of some 300 children who conduct their own meetings, prepare and issue a bi-monthly publication, and make original observations in the field of astronomy. This is an outstanding example of how a large group, brought together through a single interest, has worked together for a long period of time.

One of our most satisfactory and impressive experiences at the Museum in the use of leisure time was a series of lectures pertaining to the Museum exhibits, given to foreign-born students in the evening public schools and carried out in cooperation with Miss Winifred Fisher, Execu-

tive Secretary of the New York Council on Adult Education for the foreign-born. The subjects were chosen by the students themselves from a list of topics submitted on natural science and American history. Week after week this group of foreign-born assembled from 1,000 to 1,500 strong in our Museum auditorium and listened to lectures by our specialists, and then flocked to our exhibition halls for observation of the material and exhibits that had been referred to by the speaker. Never has there been a more earnest, responsive group at the Museum.

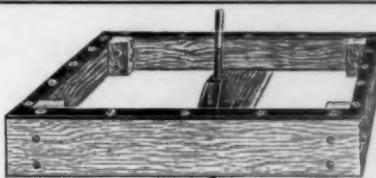
Activities such as I have referred to above may be organized along many other nature study lines. For example, a group may be interested in the past history of the earth. This story is very strikingly presented in the great fossil halls of the Museum. Our community borders the sea, and people by hundreds of thousands flock to the beaches. An acquaintanceship with the exhibits depicting marine life, as presented in Darwin Hall and our Hall of Ocean Life, will make these visits to the seashore far more interesting and enjoyable.

In the discussion which followed all the speakers decried the reduction of funds, in some instances as high as 28% of the budget, which made it necessary to curtail services at a time when facilities should be available to their full capacity. The American Museum has been compelled to close ten of its exhibition halls daily. With a little reconstruction, impossible now because of lack of funds, the Brooklyn Museum could make it possible for at least a million more people to take advantage of the opportunities offered. With adequate funds more greatly needed branch museums could be established and more exhibits loaned to settlement houses and similar groups. All the museum representatives stated it was most unfortunate that the museums as a whole could not be open evenings to the public. In some instances a few of the facilities are now open evenings to special adult education groups or for concerts and similar activities.

### Enlarged Adult Education Opportunities

(Continued from page 507)

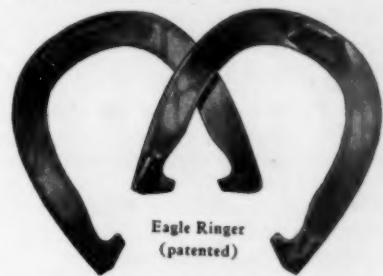
much wider program of training in the field of cultural and avocational subjects. Secondly, there is a great need for better recreational opportunities in New York City. Then there is a need in



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New York for vocational courses or occupational courses that will be of help in assisting people to readjust themselves economically. Many of them have been dispossessed of their jobs and will probably never be able to return to their old occupations because of changed economic conditions. They face squarely the responsibility of securing training for a new vocation and these courses are of immense help to men and women who have to plan for a new economic responsibility.

Asked whether he felt this experimental program in adult education indicated a trend toward more tax-supported education in this field, Dr. Wilson said he believed the most urgent educational need today was in this field. There is an increasing demand for adult education planned to help people meet changing social and economic conditions. On the other hand, he said, there is just as much interest on the part of adults in general cultural training in the fields of art, music and drama as there is in vocational training. If facilities and funds were available Dr. Wilson believes 100,000 adults could be enrolled in the classes in New York City.

## Magazines and Pamphlets

Recently Received Containing Articles  
of Interest to the Recreation Worker

### MAGAZINES

#### *Hygeia*, January 1934

Windows to the World of Hobbies, by Vivian Loomis Godfrey  
Training for Athletics and Health, by Alfred E. Parker.

#### *The Journal of Health and Physical Education*, December 1933

Two Committee Reports on Leisure Time, submitted by W. G. Moorhead

#### *The American City*, January 1934

Developing a Swamp Into a Lake Park, East St. Louis, Ill.

#### *The Journal of Health and Physical Education*, January 1934

The Organization of Physical Education in France, by Christian Lazard  
Winter Sports to the Fore, by Harriette Aull  
Volleyball—An Analysis of the Game for Teaching Purposes, by Edward F. Voltmer

#### *Parks and Recreation*, December 1933

Parks and Recreation in Germany  
Winter Sports Season at Bear Mountain Park  
C.W.A. Work in National Parks

### PAMPHLETS

#### *Annual Report of Parks and Recreation, Commissioners of Worcester, Mass., 1932*

#### *A Camp Behavior Survey*

by Olliver L. Austin, Big Brother Movement, Inc., Toronto Canada.

#### *Leisure-Time in Millburn, N. J.—A Report for 1933*

#### *Eleventh Annual Report—Recreation Commissioners of Plainfield, N. J., 1933*

#### *Belmont, Mass., Playground Committee Report for 1933*

#### *4-H Handy Book*

Free to state and county extension agents and local leaders. National Committee on Boys and Girls Club Work, 430 South Michigan Avenue, Chicago, Ill.

#### *A Seasonal Program of Physical Education Activities for High School Boys and Girls of Maryland*

Maryland School Bulletin, September 1933. State Department of Education, Baltimore, Md.

#### *Los Angeles Department of Playground and Recreation Annual Financial Report for the Year Ending June 30, 1933*

#### *Annual Report of Parks and Recreation Commissioners of Worcester, Mass. 1932*

## Leisure As An Economic Phenomenon

*(Continued from page 511)*

there is a provision in practically all codes that the reduction in hours shall be accompanied by no reduction in wages, the aim being, of course, to increase the total purchasing power under the control of labor. Yet it remains true that the scarcity of work and the desire to share what work is available has played a most important part in the sudden turn-about of the trend in scheduled hours since the Recovery Program was launched. I have analysed the first sixty-four codes as a sample of what hours the Recovery Program is providing and they fall into the following groups:

#### HOURS PROVIDED IN FIRST 64 CODES

Group	No. of Codes
27	Hours .....
35	" .....
36	" .....
40	" .....
40-48	" .....
44	" .....
48	" .....

The hours in the foregoing table exaggerate the tendency slightly because every one of these codes has one or more groups of workers who may be granted a tolerance of approximately 10% and sometimes more over the regular factory force or the bulk of employed workers. None the less it is clear that if this program is continued, anything over forty hours a week will now be considered a lengthy working week.

What does this mean to those of you who are professionally interested in the use of leisure time? Even if any of you are possessed of the grave doubts concerning the working men's use of his leisure that has been expressed by some employers and gentlemen of aristocratic tradition, if there continues to be a still larger increase in the number of automobiles on the roads, in the number of people going to the movies daily, attending great spectacles like football games, still, with a vast abundance of leisure at the disposal of every man and woman there will have to be a very great development in facilities for recreation, self-improvement and adult education.

In reply to the question whether the application of the codes would result in a shorter day or a shorter week, Mr. Peck stated it would mean a shorter week as nearly all the codes provide for maximum hours per week. In most industries the

free days will come at the end of the week except in instances where it is necessary to have men on the job every day of the week. The bulk of codes, however, will probably provide for a five day week and an eight hour day.

There is very likely to be, Mr. Peck said, a serious effort to make the hours still shorter. But the attainment of the thirty hour week which many people are urging introduces complications, for unless hourly rates are very radically increased the wages earned would be utterly inadequate, and that would mean radical changes in costs and prices.

### When You Ride a Hobby

(Continued from page 514)

they are acquired when very young and passed on to other years, so much the better. The best kind of a hang-over is a recreative hang-over from one's youth to adult years. Skills in games and hobbies acquired in the active play time of youth are a casualty insurance collectable at a later date.

Comparatively few older folks will learn a new game or sport, such as tennis, swimming, rowing, or a new craft like woodworking, or drawing or modeling. Golf appears to be an exception, but there are strong social factors involved here which help to make this an exceptional recreation. Men and women who do not learn to swim when in their teens or before, rarely learn afterwards and certainly do not engage in it as enthusiastically as those who learn to swim when young. Almost all enthusiastic card players learned the game before they were twenty. We do not enjoy doing things which we do badly. Some mastery of the game or sport or craft is necessary for enjoyment.

What is the pleasure we get from a hobby but a forgetfulness of all other pursuits? To be a hobby it must be an activity in which we have continuous satisfaction. We must eagerly want to do it. I know a man of science who would not have a flower garden because he did not wish to lose himself in this enjoyable pursuit to the exclusion of his scientific thoughts. Whether rightly or wrongly, he did not want to lose the trend of thought which the enthusiastic enjoyment of this hobby would produce.

It is curious that the tremendous release of the human mind in hobbies has not been more observed and remarked upon. It is the real play or recreative spirit developed sometimes in very

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"(Signed)

"CAPT. EDW. H. McCRAHON."

NOTE: Before becoming Director of Glen Echo, Capt. McCrahon was for seven years manager of Spa Municipal Pool and Beach, St. Petersburg, Fla.

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ordinary beings to a very high degree. Often it appears to express more vitality than any other activity in the person's life. The well-balanced recreative life always has a place for a hobby. Every one should have one even if so poor a treasure as playing solitaire. In our hobbies will be found that recreative release which is far more important to men and women than most of the so-called serious activities which we pursue.

### Challenge of the New Leisure

(Continued from page 522)

essential nature. But freedom to follow our free-time interests implies a wider range of facilities than the average individual is able to supply. Social planning and social control must go hand in hand as we build up the world of the future.

### An Old Art Serves a New Age

(Continued from page 516)

their new possession. Both name and design—perky bunnies, wise looking geese, cats, dogs, and Teddy bear—are fired into the pottery and never wear off.

The school makes a special feature of training

## Among Our Folks



WILLIAM D. CHAMPLIN

**O**N JANUARY 1, 1934, William D. Champlin retired as Chief of the Recreation Bureau, Department of Public Welfare, of Philadelphia, after twenty-five years of service in the recreation field. Mr. Champlin was one of the pioneers in recreation. Not only Philadelphia, but many other communities have profited by his knowledge of the principles involved in the construction of recreation facilities and their uses, for Mr. Champlin was always happiest when sharing with others the technical information of which he was a master and the results of his pioneering and experimenting. The recreation buildings, swimming pools and other recreation facilities of Philadelphia are a monument to his years of loyal, devoted service.

For many years Mr. Champlin has been a faithful attendant at Recreation Congresses. His many friends will look forward to greeting him in future years at the Congresses.

Daniel R. Neal, formerly Director of Recreation at Cranford, New Jersey, and recently a member of the staff of the Union County Recreation system, has been appointed Director of Recreation for Greensboro, North Carolina, where a year-round recreation program has been established.

pupils to throw on the wheel, and it is in this particular activity that exceedingly good work is done. There is perhaps no phase of pottery making that is more fascinating than this: to both the worker and the onlooker it appears to be almost incredible that such a variety of form can come from a shapeless lump of clay "thrown" on the wheel.

Scholarships are awarded and a number of talented men and women are today pupils of the school because of this form of admission.

More than ever before in the history of this new country, new at least in comparison to European countries and Asiatic, is there need for recreation that mentally satisfies. The older nations of the world in earlier periods made thoughtful provision for just such leisure as is now coming into the experience of Americans. There must be no defeat of the spirit in this time of enforced leisure for millions and of appreciated leisure for the hundreds. Such an opportunity as the Paul Revere Pottery School of Ceramics offers—a recreation that is also an education—is an eminently worthwhile contribution.

### Educational Opportunities of the Adolescent

*(Continued from page 524)*

of leading up to matters of choice when vocations must be decided upon.

The adolescent must be enabled to develop socially and in the matter of citizenship. This is a means of his becoming acquainted with the city and may serve as a constructive approach to city activities.

If possible, first-hand contact with people who are doing socially significant things should be established. The child is then barred from cynicism. He should be related to agencies, institutions and people who are making for righteousness, and if possible, develop opportunities for service along the line of his related interests.

Cultural expansion of the child is important. The interests of the adolescent should be broadened, and the relation of art, science, literature and other subjects to the child's interest should be made. Ways of extending the child's interest from one field to another should be found.

In expanding the interest of the child we enable him to ally himself with a cause that overreaches himself. The task of education is to help him save his own soul by administering to the indispensable needs of others who are immedi-

ately related to the things he considers important; to help him find out how his interests might enrich the lives of others, and thereby transform his own.

### February Party Suggestions

(Continued from page 525)

tines for each person in the group. Cut each into various sizes and shapes and place into envelopes. These are distributed to the group one for each person. Paste and a sheet of paper large enough to mount one of these valentines are given each person. They are instructed to put the valentines together and paste on the paper. When mounted they are numbered and hung upon the wall. Each person is given a pencil and paper and are asked to judge which valentine is typical of each particular person since there is one for each, i.e., if you think No. 1 represents Mrs. Smith write "Mrs. Smith" opposite No. 1 on the sheet of paper. The person guessing the most wins.

**Heart Sandwich.** Every one is given a red cardboard heart which is slung over his or her shoulders in sandwich-man fashion. Moreover, on each heart is the name of some sandwich—jam,

ham, cheese, nut, lettuce, etc. The leader, who has a list of sandwiches, selects them at random for stunts. Thus he may sing out, "ham and jam" to do a dance or "cheese and nut" to have a tortoise race, and the like.

**Heart Felt Wish.** Each person draws from a hat at random a sealed envelope with a heartfelt wish contained in it. This envelope is to be pinned to the shoulder of the next person ahead of him. When all are thus adorned, they form a circle, facing out, and the leader within the circle touches some one's back with his wand. The entire circle wheels about and watches the unfortunate victim open his envelope and perform his wish in the center of the circle. As all are in the same boat, it behooves each one to be sympathetic. From the performer's actions the rest guess the wish. Such as these are good actable ones: Wish I could dance; Wish I could sing; Wish I could row a boat; Wish I could play ice hockey.

(From bulletin issued by the Department of Public Playgrounds and Recreation, Reading, Pennsylvania.)

### A Lincoln's Birthday Party

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struct the prospective guests to bring twelve Lincoln pennies as the admission price. The pennies may be used for some of the games, and later they will help pay for the refreshments.

### *The Program*

**Find the Pennies.** The group stands or sits shoulder to shoulder in a circle with hands behind backs. Half a dozen pennies are started around the circle. "It," the player in the center, tries to locate one of the circulating pennies. When he points at one of the players the player must show both hands. If he is caught with a penny he becomes "it."

**Penny Race.** Select eight contestants and have ten pennies for each person placed on the floor at regular intervals. At a signal the players pick them up one at a time and race back to the starting line to deposit them in a penny bank. A touch of glue on the last few pennies will add difficulty to the game. The game may be played by requiring the contestants to wear gloves.

**Penny Relay.** (a) Form the group into lines of eight or ten. The players pass about twenty-

five pennies, one at a time, down the line. When the last person has accumulated all the pennies he brings them forward. This is repeated until all have had a turn. The line wins which finishes first.

(b) Have six players race from one end of the room to the other carrying ten pennies on a foot ruler. If they spill any they must start over again.

**Song Guessing Contest.** Some one plays Civil War songs on the piano and the guests try to identify the songs. For example, "Tenting Tonight," "John Brown's Body," "Darling Nellie Gray," "Marching Through Georgia," "Battle Hymn of the Republic," "Dixie," "Bonnie Blue Flag," "Battle Cry of Freedom."

**Lincoln Story Contest.** Each guest comes prepared to tell a Lincoln story of fable. A prize is given for the best story.

(Prepared and broadcast by W. T. Rowe and T. R. Alexander of the Downtown Y.M.C.A., Pittsburgh, Pa.)

## How to Produce a Play

*(Continued from page 528)*

face, being sure the hair lies in the direction in which it naturally grows. Under the chin the hair grows towards the front, and on the sides it grows down. Observe a bearded man and follow the natural hair direction. Apply the mustache in two pieces, remembering that a mustache grows up and down, not sideways. Press the beard and mustache firmly to the face for a moment with a towel, then comb out gently and trim with scissors.

**Scars.** Realistic scars can be made by painting in the scar with non-flexible collodion, letting it dry, then painting over it again if the scar is not deep enough. Repeat until the scar is the desired depth.

**Nose Putty.** The nose, chin and cheeks may be altered by using nose putty. The features desired are modeled first upon the face, then the face and false features are covered smoothly with the base grease paint and the make-up continued. Morticians wax (used by undertakers) is better than the nose putty, but more expensive. It is applied in the same manner.

**Teeth.** Teeth may be whitened with white tooth enamel, or blocked out entirely by black tooth enamel or black wax, for old age or character parts.

### The Make-Up Kit

Every amateur actor and director is urged to study the art of make-up more thoroughly by securing booklets published by the make-up companies, and books on make-up. Like all other arts, it requires study and practice, but it will amply repay the student in greatly improved characterizations and productions. Every club should have a make-up kit. A good minimum kit is listed below, for the various brands of make-up.

#### Max Factor's Theatre Make-up

Cold cream	Dry rouge—Raspberry, technicolor
Powder—2 and 7-R	Black masque
Grease paints—2, 6A, 5½	Spirit gum
Liners—Yellow, gray, blue, brown, white, black	Crepe hair
Derma pencils—Black, brown	Nose putty
Under rouge—2 and 4	Clown white
Moist rouge—1, 2, 3	Minstrel burnt cork
	Black tooth enamel

#### Stein's, Miner's, Leichner's, and Other Stick Grease Paints

Cold cream	Dry rouge—No. 18
Light and dark powder	Black mascara
Liners—Gray, dark crimson, brown, yellow, black, blue, white	Spirit gum
Artists' stumps	Crepe hair
Wet rouge—Light, medium and dark	Nose putty
	Clown white
	Burnt cork
	Black wax

After the performance remove the make-up by massaging thoroughly with cold cream, and wiping away make-up with a soft cloth. Repeat if necessary. When all make-up is removed, wash with soap and water.

### Palo Alto's Community Playhouse

(Continued from page 531)

ganizations in the locality. Ralph Emerson Welles, a young man already equipped with years of professional and community theater experience, was retained in November, 1932, as supervising director. Whitmore Waldegrave is the technical director, and Waldemar Johansen, an artist of considerable practical experience both here and abroad in Germany, is art director.

With a growing membership of four hundred, and an enthusiastic clientele drawn from Palo Alto, San Francisco and the entire Peninsula and Bay region, the Community Players are offering each month one full-length play, one program of professional one-act plays, one program of original one-act plays, and a lecture, symposium, music

or dance recital. The writing and production of original plays, experimentation in stage-craft, and the encouragement of inexperienced actors and artists, are considered vital to the organization's future.

There is plenty of recreation for The Player in the good times they have working together. They enjoy every minute of the time they spend on a production, and the harder they work the better they seem to like it. There are artists who slave for hours on sets and never care whether their names appear on the programs; there is no thought of self-glory, simply joy in creating something beautiful.

Foundations for a theater school are being laid, since the theater's soundest growth is held to be dependent upon the school's development. Extensive plans are now being made for classes in directing, stage-craft and dancing for the fall and winter.

"Growing Pains," a full-length comedy by Aurania Rouverol, Palo Alto playwright and author of the Broadway success, "Skidding," had its premiere at the Community Theater on July 20. From Palo Alto this play was taken to the Pasadena Community Playhouse, where it also enjoyed a triumph, and is to be produced in New York City this fall.

"Interference," British drama of suspense and murder, played to capacity houses in August at the theater. Next, the Community Players will present "Nine Till Six," Aimee and Philip Stuart's comedy-drama which has a cast of sixteen women and no men. One of the features of all performances at the theater is the host and hostess committee, who greet members of the audience as they arrive, and invite them to come backstage after the play to meet the actors and actresses and chat over a cup of hot coffee.

The director's salary and the funds for the maintenance of the building are appropriated in the city budget. As one of the few little theater organizations in the United States directly operated as a city department, the Palo Alto Community Players are striving to provide a year-round program of recreational activity in which all may participate in their increased leisure. As for the theater building itself, it is said to be one of the three municipally owned and operated little theater plants in the United States.

## New Books on Recreation

### Folk-Dances and Singing Games

Described and edited by Elizabeth Burchenal, B.A. G. Schirmer (Inc.), New York. Board cover, net \$1.25; Cloth cover, net \$2.75.

**I**N 1909 THE FIRST EDITION of Elizabeth Burchenal's *Folk-Dances and Singing Games* appeared. In its publication Miss Burchenal made a great contribution to the movement to promote the use of folk-dancing and the appreciate of folk-arts in general. In the 1933 edition of the volume, just off the press, appears the preface written by Dr. Luther H. Gulick for the original publication. Dr. Gulick was one of the founders of the American Folk-Dance Society of which Miss Burchenal is president and director. What he had to say in his introduction about the importance of the folk-dance is even more applicable at the present time than in 1909.

The book contains twenty-six folk-dances of the United States, Denmark, Sweden, Russia, Hungary, Finland, Italy, Czechoslovakia, England, and Scotland. A number of dances have been incorporated which did not appear in the original volume. For each dance music is given and there are full directions for performance, with illustrations.

### On Skis Over the Mountains

By Dr. Walter Mosauer. The Cloister Press, Hollywood, Calif. \$50.

**D**R. MOSAUER of the University of California and chairman of the Ski Committee of the Southern California Chapter of the Sierra Club, has given us in this illustrated booklet a manual on the technique of skiing. Such details are considered as equipment, how to carry and put on the skis, and the technique of walking, climbing, running, jumping, stopping and turning. It is an exceedingly useful booklet for winter sports participants to own.

### Dance Studies Analyzed

By Betty Lynd Thompson and Margaret Jewell. Dance Drama Committee, Women's Building, Corvallis, Oregon. \$1.00.

**T**HIS CAREFULLY worked out booklet contains descriptions of fourteen dances created by the authors for class use or program material in the hope that they will be of help to the young dancer and of service in supplementing the dances used for purely recreational work in class. All fourteen presented—and directions and diagrams are clear and definite—have been used with marked success in class and in indoor and outdoor programs. They are, therefore, tried and proven.

Music for a number of the dances is available in separate booklets. For example, for *Sing-A-Song*, based on the old nursery rhyme, music by Eunice Steel may be secured for 50 cents. Original music for *Sleeping Beauty* written by Eunice Steel is available at \$2.00.

### Dependent and Neglected Children

White House Conference on Child Health and Protection. D. Appleton-Century Company, New York. \$3.00.

**T**HIS PUBLICATION coming out of the White House Conference on Child Health and Protection is a declaration of principles from the Committee on the Socially Handicapped on the care of dependent and neglected children in the light of our present knowledge, resources

and problems. It presents new data on subjects about which there has been little published and discusses methods of attacking problems of dependency and neglect which need special emphasis at this time.

### Tiny Tower

Catherine McNeilis, publisher. Price \$10 a copy.

**U**NDER THIS TITLE a monthly magazine for younger children—published for children and not *about* them—has made its appearance with the December issue. It is full of suggestions of things to do—games, puzzles, cut-outs, picture patches and easily understandable stories. It is delightfully illustrated. The magazine, which is published by Tower Magazines, Inc., 4600 Diversey Avenue, Chicago, may be purchased at selected newsstands and at Woolworth stores.

### Development of a Leisure-Time Program in Small Cities and Towns

By Ella Gardner. Children's Bureau, U. S. Department of Labor, Washington, D. C.

**I**N THIS thirteen page mimeographed bulletin Miss Gardner suggests the steps involved in setting up a recreation program in a small city or town, the making of a brief study, the appointing of a group to take charge, the enlisting of public support, and ways of starting the program. A limited number of copies are available from the Children's Bureau free of charge.

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